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A STATEWIDE INQUIRY INTO DECISIONS OF YOUTH ABOUT EDUCATION BEYOND HIGH SCHOOL.

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A STATEWIDE STATISTICAL SURVEY WAS MADE OF THE VARIOUS SITUATIONS AND CIRCUMSTANCES WHICH AFFECT THE DECISIONS OF HIGH SCHOOL STUDENTS TO CONTINUE THEIR EDUCATION AFTER GRADUATION. OPINIONS AND INFORMATION WERE GATHERED FROM MORE THAN 40,000 HIGH SCHOOL STUDENTS AND COLLEGE GRADUATES. PARENTS AND TEACHERS ALSO CONTRIBUTED. A FOLLOWUP STUDY WAS MADE OF THOSE PROMISING HIGH SCHOOL GRADUATES WHO DID NOT ENTER COLLEGE. COLLECTED INFORMATION WAS USED TO ESTABLISH FACTS FOR PLANNING STATE PROGRAMS OF HIGHER EDUCATION AND TO TEST PROCEDURES DESIGNED TO IDENTIFY YOUNG PEOPLE HAVING HIGH POTENTIAL FOR EDUCATIONAL ACHIEVEMENT AND TO MOTIVATE THEM TO ENTER AND COMPLETE COLLEGE. ADDITIONAL FOLLOWUP SURVEYS WILL BE PLANNED TO--(1) EVALUATE THE ACCOMPLISHMENTS OF THOSE PERSONS WHO DID NOT CONTINUE THEIR EDUCATION, AND (2) IDENTIFY REASONS FOR ENTERING AND FOR CHOICE OF STUDY OF COLLEGE GRADUATES WHO DECIDE TO GO ON TO GRADUATE SCHOOL. THIS STUDY LOCATED AREAS WHERE INVESTIGATION IN GREATER DEPTH WOULD BE PROFITABLE. WORK IS NEEDED IN THE AREAS WHERE INVESTIGATION IN GREATER DEPTH WOULD BE PROFITABLE. WORK IS NEEDED IN THE AREA OF HUMAN INFLUENCES AT HOME, AT SCHOOL, AND IN THE COMMUNITY TO HELP YOUTHS SEE THEMSELVES AND THEIR POTENTIALITIES IN PERSPECTIVE AND TO MAKE IT POSSIBLE FOR THEM TO ACHIEVE THEIR PROMISE. (JH)

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A STATE-WIDE INQUIRY INTO DECISIONS OF YOUTH ABOUT EDUCATION BEYOND HIGH SCHOOL

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SCHOOL OF EDUCATION
UNIVERSITY OF WISCONSIN
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INTRODUCTION

This study was initiated as one of a series of studies in the State of Wisconsin to discover facts and information needed for the planning of state-wide programs of higher education in Wisconsin. There was need to know the extent to which Wisconsin youth are continuing their education beyond high school, whether significant numbers of promising high school scholars are not taking advantage of the state's present educational facilities and programs, what part of Wisconsin's youth earn college degrees, and, in general, the situations and circumstances which hinder or facilitate the education of Wisconsin's youth beyond high school. Previous studies had given important findings and general suggestions on many of these points. The need and opportunity were present to extend some aspects of these studies in scope and depth, and to provide comprehensive information upon an entire "crop" of high school and college graduates of a mid-western state -- Wisconsin. To this venture, the high schools and colleges of the state, both public and private, gave a high degree of cooperation. The study in the high schools was developed in cooperation with the Wisconsin Department of Public Instruction, and the research committee of the Wisconsin Association of Secondary School Principals. Officials of the private and parochial high schools were invited to participate in the study, and insofar as the study was appropriate to the purposes of their schools, these schools participated. The Coordinating Committee for Higher Education in Wisconsin and its research staff helped in the development of the college studies. The privately-supported colleges of Wisconsin have joined in most of these studies of state-wide scope, as in this one. This excellent teamwork has made it possible to present in this study facts and findings about the youth of Wisconsin, and their educational plans which are reliable and comprehensive. These facts have general significance for educational planning and the counselling of all youth, teachers and parents.

PURPOSE

The study was developed to provide answers to, or new information about, the following general questions.

1. Who goes to college in Wisconsin? Who does not?
2. What circumstances or conditions influence the decisions of youth to continue their schooling beyond high school, or not to continue?
3. Do the plans of high school graduates about college materialize?
4. To what extent are youth of high potential achievement identified by such measures as rank in class and intelligence test score?
5. Do high ability youth who do not plan to go to school, change their plans later? If not, what types of work do they enter?
6. To what extent do the most able college freshmen fail to complete their studies?
7. To what extent do the most able college graduates continue to advanced studies?
8. What are the important differences, if any, between highly able university students who complete degrees and those who do not?

This report will deal primarily with the survey aspects of the study, and some minor explorations into inter-relationships of some of the data. Studies are continuing which will probe in greater depth and detail for additional facts and insights. These continuing and follow-up studies are a project which will be the subject of a later report.

PROCEDURE

The High School Survey

In January, 1957, a questionnaire was prepared to be completed by the seniors who would be graduating at the end of the Spring term. This questionnaire asked the seniors (a) to indicate in some detail their plans beyond high school, (b) to provide information about the educational, occupational and economic backgrounds of their parents, (c) to answer questions about the influence of their teachers, parents, and friends upon their plans, (d) to indicate their interest and action in applying for admission to college, and for scholarships, (e) to show the pattern of subjects taken in high school, (f) to indicate their opinions about the value of going to college, and (g) answer other miscellaneous questions. This form was prepared in cooperation

with staff members of the Wisconsin Department of Public Instruction and in counsel with the research committee of the Wisconsin Association of Secondary School Principals.

The questionnaires were sent to the principals of all public and private high schools in Wisconsin, a total of 501 schools. The public high schools numbered 444, having 31,112 graduates. The private high schools numbered 57, having 5,059 graduates.

The high schools administered the questionnaire during the months of April and May, 1957, and returned the completed forms to the principal investigator of this study, either directly or through the Wisconsin Department of Public Instruction. Of the 501 Wisconsin high schools, 454 returned completed forms. Of these, 407 were public high schools, 91% of the total number of public schools; 47 were private high schools, 84% of their total. The number of graduates who completed the form was 34,151, or almost 95% of the estimated 36,000 Wisconsin* high school seniors who graduated in the Spring term, 1957. These returns included 96.3% of the graduates of public schools and 89.5% of the graduates of private schools.

The high school principals were asked to send with their completed forms: (1) a list of their graduates showing the scholastic rank in their class of each graduate, and (2) identifying those graduates who, regardless of intelligence test score or rank in class, had shown unusual achievement, skill, or talent which should be developed by further training or education, and to indicate the field of excellence.

About 95% of Wisconsin high schools, public and private, participate in a state-wide testing program administered through the Student Counselling Center of the University of Wisconsin. Through this program, the percentile scores on the Henmon-Nelson Tests of Mental Ability were available for most of the graduates, and this information was opened to the investigator for the purposes of this study.

The Working Sample

For purposes of the follow-up aspects of the study, and to facilitate the analysis of the total survey data, a working sample was drawn from the 34,151 questionnaires returned. This sample was composed of 5,675 questionnaires, approximately one-sixth of the total number. Each participating school is represented in the sample by one out of six of its graduates, the indi-

* There is no official record of the total enrollment or number of graduates in Wisconsin private schools.

viduals from each school being chosen by use of a table of random numbers. As will be shown, this sample provided a reliable working model for many phases of the analysis of the total data, and furnished the population for the parental survey and follow-up study of scholastically talented youth who did not go to college. Tables showing composition of the "working sample" in comparison to composition of the total group of graduates are shown in Table 26.

The Survey of Parents

In October and November, 1957, questionnaires were sent to the parents of the 5,675 graduates who were members of the "working sample." The purposes of this questionnaire were (1) to learn whether the plans announced by the graduates in the Spring had been followed or changed, and (2) to discover the desires and attitudes of parents about the education of their sons or daughters beyond high school, and about the value of college education in general. Replies were received from 2,780 parents or 48.9% of the "working sample."

Since there was special interest in the parents of youth who had high potential for college training, an intensive effort was made to get complete coverage of the parents of this group. Graduates were considered to have high college potential if they ranked in the top one-fourth of their high school graduating class and also scored in the top one-fourth of Wisconsin high school seniors upon the Henmon-Nelson Test of Mental Ability. By special follow-up procedures using mail, telephone, and personal visit, replies from 96.7% of this group were obtained.

The Follow-up of Those Who Did Not Go to College

In January and February, 1958, follow-up questionnaires were sent to the scholastically-talented youth who in the Spring of 1957 indicated that they were not planning to go to college. Questionnaires were sent to 1,060 youth who had either (1) ranked in the top one-fourth of their high school graduating class, (2) ranked in the top one-fourth of Wisconsin high school seniors, or (3) had been especially identified by their high schools as having demonstrated unusual achievement or promise. Replies were received in questionnaire form from 515, or 48% of this group. A post-card follow-up which asked for abbreviated replies brought responses from an additional 214 graduates, or 69% of the group. This questionnaire asked for a report upon their

current activity, their satisfaction with their status, their plans, if any, for further training or education, and a new expression of their attitude toward the value of further education.

The Study of College Graduates

At the close of the Spring Term, 1957, the graduates of Wisconsin's 10 state colleges, the University of Wisconsin, the University of Wisconsin - Milwaukee, and 16 of Wisconsin's privately controlled degree-granting colleges completed a brief questionnaire upon which they indicated their plans immediately beyond college graduation. From these data, it was possible to learn the proportion of graduates of Wisconsin colleges who plan to continue studies beyond the bachelor's degree, and the extent to which this group is assisted by scholarships, fellowships, or assistantships. Graduates earning master's or doctor's degrees were not included in this study. The data also revealed the part of the graduates who entered various occupational fields, the location of their positions, and their starting salaries. The number of graduating seniors who completed these questionnaires was 4,875, approximately 90% of the students graduating from Wisconsin colleges with the bachelor's degree in the Spring of 1957.

The Study of the 1957 Graduates of the University of Wisconsin

A special study was made of the students who received the bachelor's degree from the University of Wisconsin in the Spring of 1957. This study compared certain characteristics of the 1957 graduates with the like characteristics of the 1953 class of entering freshmen. University records provided basic information about the high school performance, scholastic aptitude, university achievement, and other background factors. This information enabled a search for factors which differentiated those who persisted to graduation from those who did not, and provided a measure of the part of high potential youth who enter the University but do not complete a degree. A comparison was also made of the part of the graduating class who planned to continue to graduate school with the other members of that class.

Machine Analysis

Most of these data were coded and punched for IBM machine analysis. Phases of the study which did not involve large numbers, studies of inter-relationships, or in which the data involved free responses which did not per-

N.B. Copies of the forms used for each part of the inquiry, and letters of instruction to the high school principal are shown in Appendix A.

mit machine coding and tabulation were tabulated without use of the machine procedure.

Since each part of this study involves different purposes, measures and analyses, the specific procedures will be described in the section which reports findings of each aspect of the study.

RESULTS

PART A.

THE PLANS OF THE HIGH SCHOOL GRADUATES

The plans of the high school graduates are reported for two basic groups:

- (1) Those who planned to continue their education beyond high school
- (2) Those who did not plan to continue their education beyond high school

Each of these basic groups were found to have component groups which deserved individual attention. The graduates who planned to continue their education were composed of (a) those who planned to attend degree-granting colleges and (b) those who planned to further their training through other types of schools or educational programs, such as commercial or business schools, nursing schools, beauty culture schools, and other trade or vocational schools or apprenticeship programs. The graduates who did not plan to continue their education were composed of (a) those who planned to get jobs, or work at home, and (b) if boy, those who planned to enter military service; if girl, those who planned to marry. The number of girls indicating plans to marry, however, was very small, and these plans are combined in some parts of this study with the group labeled "jobs."

The tables in this section will show the plans of 1957 Wisconsin high school graduates as they divide into these basic groups and their component parts. The tables will show the part of the total number of graduates who indicated each of the several plans. The report in most cases will show the plans of boys and girls separately. The total number of responses is given with each table under N.

1. What part of Wisconsin's high school graduates planned to attend college?

As shown in Table 1, the graduates divide almost evenly between those who plan to continue their education and those who do not. About 15% of the men who were entering military service told of plans to attend school afterward. Many of these men will receive, during military service, important technical training and general education, regardless of further schooling. So it is reasonable to conclude that high school graduation did not mark the end of

schooling for at least one-half of the 1957 graduates of Wisconsin high schools.

Of the 30% who were planning to continue their schooling, two out of three were planning to attend a degree-granting college. The difference between the boys and girls in this respect is noteworthy. A much larger part of the girls were planning to take training in schools or programs which do not result in degrees. The ratio of boys to girls among those who planned to enter degree-granting colleges approximates the present ratio of men to women enrolled in Wisconsin colleges: three men to two women.

TABLE 1. THE PLANS OF THE HIGH SCHOOL GRADUATES

PER CENT OF:	CONTINUING			NOT CONTINUING		
	Degree	Non-degree	Total	Military (B) or Marriage (G)	Job	Total
BOYS	34%	9%	43%	23%	34%	57%
GIRLS	26%	21%	47%	1%	52%	53%
TOTAL	30%	15%	45%	12%	43%	55%

N = (B) 14,925; (G) 15,857

After stating their plans, the graduates were asked to indicate whether their plan indicated what they "would most like to do." If not, they were asked to state what their preferred plan was, and the circumstances which had prevented them from following that plan. Six per cent (6%) of the girls and 9% of the boys responded to this question. Of the girls, 85% who were not continuing their schooling would have preferred to attend school; of the boys, 70% would have liked to attend school. Less than 1% of the graduates, boys or girls, who planned to attend college stated that they would like to get jobs, or, in the case of boys, to enter military service or to get jobs. The very small numbers who indicated dissatisfaction with their plans suggests that by time of graduation, most of these boys and girls had accepted the circumstances which were shaping their decisions about further education.

Excluding military service, circumstances which prevented these students from doing "what they would like to do" were: financial, 77%; low grades, 14%; opposition from the family, 5%; illness, 4%. Of the boys, 28%

mentioned military service as the prohibiting circumstance.

2. What kinds of education or training were the graduates seeking?

a. Students who were going to degree-granting colleges.

The influence of the current emphasis upon the needs for engineers, scientists, teachers, and nurses is clearly reflected in the plans of the graduates. These choices also show the strong emphasis upon occupational and utilitarian objectives. The questionnaire, however, listed many occupational courses and fields, and the comparatively small part of the students who checked liberal arts as their field of interest should not be interpreted as a general lack of interest in that type of education. Most high school graduates who plan to attend college, however, feel the need to express the occupational goal of their further training. Indeed, in some specialized fields, they must.

Table 2 shows the parts of the graduates who plan to study in certain fields of college study.

TABLE 2. FIELDS OF INTEREST OF COLLEGE - GOING GRADUATES

FIELD OF INTEREST	BOYS	GIRLS
Agriculture	6%	---
Business (or Commerce)	13%	4%
Engineering	32%	---
Home Economics	---	7%
Journalism	1%	2%
Law	2%	---
Liberal Arts	10%	15%
Medical (incl. Nursing)	7%	10%
Social Work	---	3%
Teaching	9%	39%
Other	7%	10%
Undecided	13%	10%

N= M, 5,475; W, 4,471

Whatever the wisdom of the choices made, the overwhelming part of this

group of graduates had specific fields of interest for further study. Only about one out of ten stated that he was "undecided" about the field of study that he planned to enter.

b. Students who were entering non-degree programs.

Of the boys who planned to seek further training in programs not leading to college degrees, only 12% checked the special field in which they were interested. The fields most frequently indicated were, in order: automotive, engineering, technician, business administration, draftsman, tool and die maker, electrician, and machinist.

Of the girls, 21% indicated the field of their interest. Most frequently mentioned were, in order: practical nursing, secretarial science, cosmetology. In fact, 80% of the girls indicated one of these three fields. Other fields mentioned were business machine operator, commercial art, and clerical.

These are fields which receive much advertising through newspapers, magazines and other media of publicity. Sizeable numbers of these students, however, use the programs of Wisconsin's system of vocational schools to prepare themselves in these occupational fields.

3. Where were the graduates planning to attend college?

Four out of five of the graduates planning to attend degree-granting colleges expected to enroll in Wisconsin colleges -- Boys, 79%; Girls, 77%. Of those planning to attend Wisconsin's state-supported colleges, 52% were going to the state university, (at Madison, at the University of Wisconsin - Milwaukee, or at one of its extension centers) and 48% to one of the 10 state colleges. The number of graduates who planned to enter county teachers colleges (two-year schools) was about 3% of the number who were going to degree-granting colleges.

Between 35% and 40% of the graduates going to degree-granting colleges were expecting to enroll in privately-supported colleges. The exact percentage of students planning to enter private degree-granting colleges could not be calculated because private colleges which are not liberal art colleges or universities and which some students planned to attend were checked in "Other." It was not possible to separate accurately the number of "Other" schools which were degree-granting. It is known that a number of boys are attending private technical or engineering schools, and that some girls are attending private teacher-education institutions which have degree-programs. As a rough check upon the estimate, private degree-grant colleges and universities in Wisconsin enrolled

37% of the students enrolling for the first time in the Fall of 1957.

Table 3 shows the part of the graduates planning to enroll in all types of educational programs beyond high school. Those checking "state college" or "university" under "public" and those checking "liberal arts college" or "university" under "private" also planned to go to degree-granting institutions.

TABLE 3. KINDS OF SCHOOLS THE GRADUATES PLANNED TO ATTEND

TYPE OF SCHOOL		BOYS	GIRLS
PUBLIC:			
University		31%	17%
State College		26%	20%
County Teachers' College		1%	4%
Vocational School		10%	9%
PRIVATE:			
University		9%	5%
Liberal Arts College		11%	14%
Business or Trade School		8%	15%
Other		4%	16%

N = (B) 1,238; (G) 1,383

PART B.

BACKGROUND CHARACTERISTICS OF CONTINUING AND NON-CONTINUING GRADUATES

The sections which follow will compare the graduates who planned to continue their schooling with those who did not plan to continue schooling upon each of several background factors. Those who were continuing their education are separated into two groups: (a) those who planned to enter degree-granting colleges and (b) those who were continuing in other types of educational programs. The non-continuing graduates are then separated into two sub-groups: (a) those who planned to get jobs, work at home, or had no definite plans, and (b) those, if boys, who were entering military service; if girls, who were planning to marry. The comparison will be made on each major factor upon which the study yielded usable information. Those who planned to enter degree-granting colleges are identified in the tables and discussion as "college." Those who planned to enter other types of programs are identified as "school."

Mental Ability

The measures of mental ability used are scores upon the Henmon-Nelson Test of Mental Ability. This test is used by approximately 95% of Wisconsin high schools as part of a state-wide testing program. The tests are given annually to high school freshmen and juniors. The scores are reported as percentiles of all Wisconsin freshmen or juniors who have taken the test in a given year. The percentiles reported in this study are the scores of the 1957 graduates upon the test which they took as juniors.

As shown in Table 4, the frequency of decision to continue schooling increases as would be expected with scores upon the test of mental ability.

For boys, a percentile rank of 62 marks the line below which a majority planned not to continue their schooling. Percentile rank 70 is this line for those going to "college." Of all boys planning to go to "college," 40% ranked in the top 1/5 of all graduates, and 27% ranked in the top 1/10. Almost three-fourths of those who scored in the top 1/10 were headed toward college degrees.

About 15% of the boys entering military service were planning to attend college afterward. This means that the percentages shown for college-going underestimate somewhat the number who have definite college plans. When the percentages are converted to numbers, there were 861 Wisconsin boys scoring in the top 20% in mental ability who reported that they were not planning to

continue their education beyond high school. This is 28% of all the boys of that rank.

B O Y S

TABLE 4. MENTAL ABILITIES OF THE GRADUATES

MENTAL ABILITY DECILES	N	CONTINUING			NON-CONTINUING		
		College	School	Total	Military	Job	Total
90	1773	72%	5%	77%	11%	12%	23%
80	1239	55%	7%	62%	18%	20%	38%
70	1520	50%	6%	56%	21%	23%	44%
60	1347	39%	10%	49%	22%	29%	51%
50	1344	34%	11%	45%	22%	33%	55%
40	1370	25%	9%	34%	28%	38%	66%
30	1306	22%	8%	30%	31%	39%	70%
20	1416	16%	10%	26%	29%	45%	74%
10	1419	12%	9%	21%	31%	48%	79%
0	1340	7%	10%	17%	28%	55%	83%
Total N =		4830	1454	6284	3878	5628	9506

G I R L S

TABLE 4. MENTAL ABILITIES OF THE GRADUATES

MENTAL ABILITY DECILES	N	CONTINUING			NON-CONTINUING	
		College	School	Total	Job	Total
90	1630	59%	16%	75%	25%	25%
80	1326	41%	22%	63%	37%	37%
70	1641	39%	22%	61%	39%	39%
60	1450	33%	20%	53%	47%	47%
50	1587	25%	23%	48%	52%	52%
40	1626	21%	22%	43%	57%	57%
30	1522	18%	24%	42%	58%	58%
20	1653	12%	19%	31%	69%	69%
10	1636	8%	20%	28%	72%	72%
0	1253	5%	23%	28%	72%	72%
Total N =		3987	3155	7142	8365	8305

The girls, while showing similar trends, show important differences from the boys. Fewer girls plan to attend "College" at all mental ability levels. Considerably larger numbers, however, continue their schooling in other types of programs. In total, more girls than boys planned to continue their schooling in some way at all levels of mental ability. For the great majority of boys the decision was either to go to "college," get a job, or go into military service. Very few boys were attracted toward schools of other types, but significant numbers of the girls at each level of mental ability were planning to enter non-degree programs of training.

The number of Wisconsin girls with high mental ability (top 20%) who reported that they did not plan to continue their schooling was 893, or 30% of all girl graduates scoring that high.

For girls, the 51st percentile marks the line below which the majority of girls do not plan to continue their schooling and the 85th percentile is this line for those going to degree-granting colleges. Only in the top 1/10 do a majority of the girls plan to attend a degree-granting college. Fifty per cent (50%) of the girls who planned to attend a degree-granting college scored in the top one-fifth of all graduates in mental ability, and 24% in the top one-tenth.

Scholastic Achievement

The scholastic achievement of the graduates is reported in terms of the rank in graduating class which was given by the high school for each of its 1957 graduates. The rank was computed by the method used by the school when it reports this information to admissions officers of colleges. The ranks are shown by the deciles in which the graduates placed.

As shown in Table 5, the boys and girls scored almost alike, each decile being composed of approximately equal numbers of boys and girls. In scholastic achievement, however, the girls are definitely superior. More than twice as many girls as boys rank in the top 20% of their classes. Students who ranked in the top one-half of their classes are composed of 62% girls and 38% boys. Indeed, 60% of all boys graduated in the lower one-half of their high school classes.

In addition to the limitations of the use of rank in class created by qualitative differences among high schools, this striking sex difference in scholastic achievement in high school has important meaning for college admis-

sions policies which use class rank in the selection of students. Studies of achievement in college indicate that among boys and girls who make superior records in the freshman year, the boys show higher scores than the girls upon tests of mental ability although ranking lower than girls in their high school graduating classes.

BOYS

TABLE 5. SCHOLASTIC ACHIEVEMENT OF GRADUATES

HIGH SCHOOL RANK DECILES	N	CONTINUING			NON-CONTINUING		
		College	School	Total	Military	Job	Total
90	973	82%	5%	87%	4%	9%	13%
80	1101	72%	6%	78%	9%	13%	22%
70	1163	58%	7%	63%	17%	20%	37%
60	1268	47%	8%	55%	19%	26%	45%
50	1480	40%	10%	50%	21%	29%	50%
40	1530	33%	9%	42%	25%	33%	58%
30	1716	26%	10%	36%	27%	37%	64%
20	1841	20%	9%	29%	29%	42%	71%
10	1888	12%	10%	22%	31%	47%	78%
0	1982	7%	9%	16%	33%	51%	84%
Total N = 14,942		5,143	1,275	6,418	3,469	5,055	8,524

GIRLS

TABLE 5. SCHOLASTIC ACHIEVEMENT OF GRADUATES

HIGH SCHOOL RANK DECILES	N	CONTINUING			NON-CONTINUING		
		College	School	Total	Marriage	Job	Total
90	2176	56%	18%	74%	0	26%	26%
80	2065	40%	23%	63%	0	37%	37%
70	1951	31%	22%	53%	0	47%	47%
60	1827	26%	21%	47%	0	53%	53%
50	1676	20%	22%	42%	0	58%	58%
40	1535	18%	22%	40%	0	60%	60%
30	1358	13%	21%	34%	1%	65%	66%
20	1194	10%	20%	30%	1%	69%	70%
10	1109	7%	17%	24%	2%	74%	76%
0	945	4%	19%	23%	2%	75%	77%
Total N = 15,836		4,147	3,253	7,400	120	8,316	8,436

The line below which a majority of the graduates do not plan to continue their schooling is the 50th percentile for boys and the 65th percentile for girls. For those going to degree-granting colleges, however, this line is the 63rd percentile for boys, and the 85th percentile for girls. Thirty per cent of the boys who planned to attend degree-granting colleges ranked in the top one-fifth of their classes in scholarship, and 15% ranked in the top one-tenth; for girls, 50% in the top one-fifth; 30% in the top one-tenth.

TABLE 6. MENTAL ABILITY AND SCHOLASTIC ACHIEVEMENT
OF GRADUATES WITH COLLEGE PLANS

NUMBER AND PER CENT WHO SCORED IN:	MENTAL ABILITY		SCHOLASTIC ACHIEVEMENT	
	BOYS %	GIRLS %	BOYS %	GIRLS %
Top 10%	27	24	15	30
Top 20%	41	39	31	50
Top 50%	77	77	67	73
Lowest 50%	23	23	33	27
Lowest 20%	5	5	4	3
Lowest 10%	2	1.5	2	1

As shown in Table 6, the graduates with "college" plans are composed primarily of boys and girls who have made much better than average scores on tests of mental ability, and who have had much better than average success in their high school studies. This information agrees with facts gathered in a recent study of the high school ranks of freshmen entering Wisconsin colleges in the Fall of 1957. These figures showed that 74% of the freshmen were in the top $\frac{1}{2}$ of their high school graduating classes, 48% in the top one-fifth, and 21% in the top one-tenth. These facts indicate the high degree of self-selection for college attendance that has taken place among the high school graduates. In general, students who have not had better than average success in their studies are not seeking more of this kind of activity at an advanced level.

Occupation of Fathers

The occupations of the fathers are reported for the graduates as a whole. The number of fathers engaged in each of the several occupational groups was practically the same whether reported by the boys, or by the girls.

The occupations checked by the graduates have been grouped as follows:

- (a) "Professional" and "executive" have been combined.
- (b) "Salesmen" and "office work" have been combined.
- (c) To the "factory worker" group have been added two groups identified among the occupations checked as "other" who are "service workers" or "semi-skilled." This group is labeled "service and semi-skilled."
- (d) "Small business" (owns, rents, or manages)
- (e) "Farm" (owns, rents, or manages)
- (f) Other

As shown in Table 7, much larger numbers of the children of fathers who are in (a) Professional and executive, sales and office work, or (b) who owned, rented, or managed a small business were planning to attend college than the children of (a) farmers and (b) "service" and "semi-skilled" workers. The per cents in all of the groups should be compared with the 30% of all graduates who had college plans. The children of parents in "skilled" occupations closely approached the over-all norm. The differences among the occupational groups in the proportions of children who were attending "schools" were not as great as for those attending "college"; but among the children of farmers almost as many were electing other types of schools as were electing college. Although the occupations differ widely in the proportions of their children who planned to go to college, the total "college"-going group has as many graduates from the "service" or "semi-skilled" group as from the "professional or executive" group; and the "farm" group supplies nearly as many as the "office or sales" group.

The extent to which the several occupations are represented in the "college"-going group and a comparison of this representation in terms of their representation among the total group of graduates as shown in Table 9.

The facts shown in Table 7 are illuminated by converting them into statements of the probability first, that the children of any of the occupational groups would attend college; and second, if they were continuing,

the probability that they would attend "college." This statement of probabilities is shown in Table 8.

TABLE 7. OCCUPATIONS OF THE FATHERS

OCCUPATION	N	CONTINUING			NOT CONTINUING
		% College	% School	% Total	
Professional or Executive	3,525	64	11	75	25
Office or Sales	2,785	46	14	60	40
Skilled	3,555	28	16	44	56
Small business	3,390	43	17	60	40
Farm	6,170	18	17	35	65
Service or semi-skilled	11,146	20	14	34	66
Other	700	30	17	47	53
N =	31,271	30	14	44	56

TABLE 8. PROBABILITY OF CONTINUING EDUCATION

	TO CONTINUE SCHOOL			IF CONTINUING, TO GO TO "COLLEGE"		
Professional and Executive	3	:	1	6	:	1
Office	3	:	2	3	:	1
Skilled	4.5	:	5.5	2	:	1
Small business	3	:	2	2.5	:	1
Farm	2	:	3	1	:	1
Service and semi-skilled	2	:	3	3	:	2

TABLE 9. OCCUPATIONS OF FATHERS OF GRADUATES WITH COLLEGE PLANS

OCCUPATION OF FATHER	ALL GRADUATES	COLLEGE PLANS
Professional or Executive	11%	24%
Office	9%	13%
Skilled	11%	10%
Small business	11%	15%
Farm	20%	12%
Service and semi-skilled	36%	24%
Other	2%	2%
N =	31,271	9,412

Education of Parents

The educational background of the parents for the entire number of graduates reporting is shown in Table 10. The per cents at each level of education which were reported by the girls were practically identical to the per cents reported by the boys.

The information is reported as follows:

- (a) Did not attend high school
- (b) Attended high school, but did not graduate
- (c) Graduated from high school, but did not attend college. This group includes those who attended a trade or business school.
- (d) Attended college
- (e) "do not know"

TABLE 10. EDUCATION OF PARENTS

LEVEL OF EDUCATION		CONTINUING			NOT CONTINUING
		% College	% School	% Total	%
<u>Fathers</u>					
Did not att. high school	12,067	17	15	32	68
Att. high school, did not grad.	5,580	24	16	40	60
High school grad., not att. college	8,789	36	15	51	49
Attended college	4,826	64	12	76	24
Do not know	2,009	16	8	24	76
N =	33,271	10,135	4,841	14,976	18,295
<u>Mothers</u>					
Did not att. high school	9,531	17	16	33	67
Att. high school, did not grad.	5,962	21	15	36	64
High school grad., not att. college	11,500	36	15	51	49
Attended college	4,678	60	13	73	27
Do not know	1,623	14	12	26	44
N =	33,294	10,121	4,943	15,064	18,230

The first fact to consider is that 53% of the fathers and 47% of the mothers of the graduates had not graduated from high school. In fact 36% of the fathers and 29% of the mothers had not even attended high school. Only one out of seven mothers or fathers had attended a college. Among the parents of the more than 33,000 graduates reporting on this item, there were 3,017 college graduates, less than 10% of the parents. There is little difference between the reported levels of education of the fathers and mothers, such differences being in the direction of more education for the mothers.

In terms of the groupings reported, it is only when the parents had attended college that a majority of the children reported that they plan to go to college. If the parents were high school graduates, a majority of their children planned to continue some form of schooling beyond high school.

About seventy per cent of the boys and girls who planned to go to college had parents who were high school graduates. More than 30% had attended college, and 20% had college degrees. The greater the amount of schooling the parents had, the more likely it was that their children would plan to go to college. As will be shown in a later section, the educational level of the parents has influence upon the plans of the children in all levels of mental ability and scholastic achievement of the children.

Since the great majority of parents in the early future will be high school graduates, and much larger parts of them will have attended college, these facts foreshadow large increases in college attendance over and above the increases forecast from increased birth rates.

The "college"-going graduates divided into three groups of almost equal size:

- (a) Those whose fathers have attended college (3100)
- (b) Those whose fathers have graduated from high school but have not attended college (3152)
- (c) Those whose fathers have not graduated from high school (3568)

Of the graduates who were not continuing their schooling, 62% had fathers who had not attended high school; 8% had fathers who had attended college.

Size of High School

The size of the high school is measured in this report by the number of its graduates. Four groups of schools were used: (a) 1-59 graduates;

(b) 60-119 graduates; (c) 120-259 graduates; (d) 260 or more graduates. The number of graduates who composed each of these groups was approximately equal: (a) 8,669; (b) 7,812; (c) 8,497; (d) 9,173.

TABLE 11. SIZE OF HIGH SCHOOL ATTENDED

NUMBER IN GRADUATING CLASS	Total N	CONTINUING			NOT CONTINUING
		% College	% School	% Total	%
<u>Boys</u>					
59 or fewer	4,316	27	11	38	62
60 - 119	3,714	32	10	42	58
120 - 259	4,228	38	7	45	55
260 or more	4,321	40	7	47	53
N =	16,609	5,649	1,454	7,103	9,506
<u>Girls</u>					
59 or fewer	4,353	21	24	45	55
60 - 119	4,068	26	23	49	51
120 - 259	4,269	27	21	48	52
260 or more	4,852	31	15	46	54
N =	17,542	4,604	3,607	8,211	9,331

As shown in Table 11, the number of boys who were continuing education beyond high school increased with each increase in the size of the high school. Pronounced increases are shown for those going to "college" among both boys and girls. The number of girls going to "school" from each group of schools, however, is approximately equal. The number of "college"-going girls, like the boys, increases markedly with the size of the high school.

These differences must be interpreted in the light of the information previously shown about the occupations and education of the parents. The parents of 39% of the graduates of the smallest schools (1-59 graduates) were farmers. This is the occupational group which has the lowest yield of graduates with "college" plans, 18%; and 50% of the college-going graduates whose fathers were farmers came from schools with fewer than 59 graduates. The fathers of 32% of the graduates of these small schools had not attended high school compared with 19% for the largest schools (260 or more graduates). Sixteen per cent of the fathers in the smallest schools had attended college compared with 32% of the fathers in the largest schools. In addition, the

location of Wisconsin's colleges makes going to college more accessible to the graduates of large high schools.

Furthermore, the small high schools (1-59) furnish 18% of the graduates who scored in the top 20% of the mental ability tests, compared with 34% who were graduates of the largest schools (260+).

These facts indicate that size of school as an influence upon the decision of the graduates to go to college is not the direct result of size in itself. Rather, the characteristics of the graduates and of their parents as individuals are more important.

Economic Ability

Several lines of evidence of the economic ability of the graduates and their parents to finance a college education were gathered. In this section, the comparisons will be made only between (a) those who planned to go to "college" and (b) those who planned to get jobs. Since at least 15% of the boys who were entering military service also were definitely planning to attend college later, it was decided not to use this group for this comparison. Also, the special interest of this study in the factors influencing college-going dictated the use of the "college" group for this comparison.

One of the questions upon economic ability asked:

- (11) "How do you estimate the ability of your parents to help you go to college, if you desire to go?"

In tabulating the responses to this question, those who checked "must help support the family" were combined with those checking "cannot afford it."

TABLE 12. ABILITY OF PARENTS TO FINANCE COLLEGE EDUCATION

RESPONSES	ALL GRADUATES	PER CENT OF RESPONSES BY EACH GROUP				PER CENT OF GROUP MAKING EACH RESPONSE	
	N	COLLEGE		JOB		COLLEGE	JOB
		N	%	N	%	%	%
can afford it, easily	4,842	2,264	47	1,286	27	23	11
can afford it, with difficulty	15,531	6,056	39	5,334	36	60	46
cannot afford it	9,156	1,737	19	4,976	55	17	43
N =	29,529	10,057	30%	11,596	39%		

Of those planning to go to "college," 83% reported that their family could afford it, but 17% were planning to go despite the fact they believed their families could not afford it.

Of those getting jobs, 43% reported that their families could not afford to finance a college education. Despite the fact that 57% of the graduates planning to get jobs believed that their families could afford to finance a college education, and 11% of them "could afford it, easily," they did not have "college" plans.

Of all the graduates answering this question, 30% reported that their parents could not afford to finance a college graduation. This fact does not mean, however, that "lack of money" is the reason that these students, or even a substantial share of them, did not plan to attend "college."

Another line of evidence was gathered in the responses to this question:

(12) "In terms of income or wealth of families in my community, I think my family is: (a) considerably above average (b) somewhat above average (c) average (d) somewhat below average (e) considerably below average."

The responses are reported in terms of (a) those who were "above average" (b) "average" and (c) "below average."

TABLE 13. COMPARATIVE INCOMES OF FAMILIES

RESPONSES	ALL GRADS	PER CENT OF RESPONSES BY EACH GROUP				PER CENT OF GROUP FOR EACH RESPONSE	
	N	COLLEGE N	%	JOB N	%	COLLEGE %	JOB %
above average	6,722	3,208	48	1,955	29	31	14
average	24,066	6,299	26	11,193	47	63	80
below average	2,314	619	26	1,050	50	6	6
N = 33,102		10,126		14,198			
		30%		43%			

It is interesting that the overwhelming part of the graduates considered their families to be equal to or better than average in income. Only 6% reported below average incomes. The facts of interest here are that while "college"-going youth are made up in substantial part (1/3) of those from "above average" income families (in the graduate's opinion), over one-half of the

children of families with "above average" incomes are not going to college; and that substantial parts of those in "below average" families do go to "college." There is little evidence here that the graduates' beliefs about the economic status of the family strongly influenced large numbers of the graduates not to attend college.

A third question evoked still another line of evidence. This question was:

(13-d) "About how much could you or your family contribute to your college expenses next year (if you were going)?"

TABLE 14. AMOUNTS AVAILABLE FOR COLLEGE EDUCATION

RESPONSES	ALL GRADS		PER CENT OF RESPONSES BY EACH GROUP		PER CENT OF GROUP FOR EACH RESPONSE		
	N	N	COLLEGE	N	JOB	COLLEGE	JOB
			%		%	%	%
None	3,779	363	9	2,410	63	4	20
Less than \$500	8,882	2,360	27	4,160	47	26	36
Between \$500 and \$1000	8,468	2,966	35	3,187	37	33	27
Between \$1000 and \$1500	2,087	928	42	645	31	10	5
All expenses	5,117	2,455	48	1,371	27	27	12
N = 28,433		9,072		11,773			

As shown in Table 14, if the graduate and his parents could provide more than \$500 toward his expenses, the majority of them planned to go to college. Of those going to "college," 70% could provide \$500 or more. Of those getting jobs, however, 44% also could provide \$500 or more but were not attending "college." There also remains to be explained why the 30% of those going to college are planning to do so despite visible resources of less than \$500. Of all the graduates reporting, 44% stated that they could provide less than \$500 toward college expenses. Twenty-six per cent, however, could provide more than \$1000.

As a further check on ability to finance further education, those who were planning to go to college were asked this question:

(19) "If you are going to school next year, what part of your school or college expenses do you expect to provide from summer earnings or part-time work at school?"

As shown in Table 15, a majority of the boys and girls who were going to college expected to earn substantial parts of the costs of continuing to school. The difference between the boys and girls in expected earning power may explain in part the differences between them in plans to attend college. Note that 36% of the boys expected to provide more than \$500 for this year's schooling, while 1% of the girls expected to provide this much. Assuming an average cost of \$1,250, 42% of the girls and 18% of the boys must have been expecting to obtain \$1,000 from their families, from scholarships, or other resources. This was 28% of all "college"-going graduates. These figures are consistent with the total family contributions reported in Table 14.

TABLE 15. SELF-HELP TOWARD FINANCING COLLEGE EDUCATION

RESPONSES	BOYS		GIRLS		TOTAL	
	N	%	N	%	N	%
More than \$750	452	9	69	2	521	6
Between \$500 and \$750	1439	27	385	9	1824	19
Between \$250 and \$750	2468	46	1962	47	4430	47
Less than \$250	942	18	1737	42	2679	28
N =	5301		4153		9454	

The graduates were able to make realistic estimates of the cost of going to college away from home. The question was:

(10) "How much do you think it costs per school year to attend college away from home?"

Their estimates of the costs are summarized in the following table.

TABLE 16. ESTIMATES BY GRADUATES OF COSTS OF COLLEGE EDUCATION

RESPONSES	N	%
Less than \$1000	1038	11
Between \$1000 and \$1500	4962	54
Between \$1500 and \$2000	2838	31
More than \$2000	324	4
N =	9162 Boys and Girls	

The responses are consistent with the range of costs in various schools and the number of students expecting to attend the various types of schools. The graduates appear to have given informed answers to this question.

All of these lines of evidence presented in this section suggest that economic ability is a factor in the decisions of the graduates, and no doubt was a conclusive factor in individual cases, but that the lack of money was not an over-riding reason for very large numbers of the graduates not to continue their schooling.

Interest in College and Willingness to Borrow

It is sometimes assumed that all high school graduates want to go to college. Other studies have indicated that this belief is erroneous. The information presented in this section gives new evidence that sizeable numbers of the graduates would not attend college even if they had the money. In a later section it will be shown that this fact is true also for graduates who have high mental ability and high scholastic achievement in high school.

The graduates first were asked if they had "ever considered attending college?" Of all the graduates, 76% said "yes," 24%, "no." Those who said "no" were asked, "Would you have considered attending college if you had the money?" Eighty-three per cent of the students said "no."

In view of the current interest in developing loan plans to assist students who need financial assistance, the graduates were asked this question:

(13-c) "Would you borrow money for college expenses if you could pay it back on the installment plan after leaving college?"

The responses to this question are reported for boys and girls separately, and by their scholastic ranks in high school.

TABLE 17. WILLINGNESS TO BORROW FOR COLLEGE EXPENSES

RANK IN CLASS	PER CENT WHO WOULD BORROW	
	% BOYS	% GIRLS
90 - 100	63	44
80 - 89	57	39
70 - 79	41	36
60 - 69	33	33
50 - 59	39	29
40 - 49	36	31
30 - 39	24	16
20 - 29	26	17
10 - 19	20	19
0 - 9	15	12
Total	32	30

As shown in Table 17, about 30% of the graduates indicate that they would borrow money for their college expenses upon the installment plan. Since the great majority of those going to "college" rank in the upper 30% of their classes, the data suggest that from 40% to 50% would borrow money on this kind of plan. This number includes, however, a considerable number of students who have no need to borrow. At least, it can be said that these graduates appear to believe that it is worth borrowing money to get a college education.

Influence of Parents

Two indications of the influence of the parents upon the plans of the graduates were reported by the graduates.

The first was the response to the questions:

- (6) "To what extent have you discussed your plans with your parents?
How much did they influence your plans?"

Because of the varying influence of the parents, this information is reported for each of the basic groups of the study in terms of the indicated extent of influence of the parents. As shown in Table 18, very few of the graduates who are continuing their schooling report that parents have had no influence upon their plans, and large numbers report "very much" influence.

TABLE 18. INFLUENCE OF PARENTS

RESPONSES	CONTINUING		NOT CONTINUING	
	College %	School %	Military %	Job %
<u>Boys</u>				
Not at all	8	10	17	14
Some	60	57	62	62
Very much	32	33	21	24
<u>Girls</u>				
			(Marriage)	
Not at all	1	1	---	2
Some	34	34	50	51
Very much	65	65	50	47

Strong influence of parents is reported by almost two-thirds of all the girls who are continuing their schooling. The largest group reporting "no influence" were boys who were entering military service. This information suggests that parents enter more strongly into plans of youth who continue

schooling than into those who do something else.

The graduates reported that they had discussed their plans with their parents in almost the same pattern as the extent of the parents' influence shown in Table 18.

The graduates were also asked to check the following question:

(25) "My parents: (a) want me to go to college (b) do not want me to go (c) do not care whether I go (d) will not let me go."

TABLE 19. ATTITUDE OF PARENTS TOWARD COLLEGE ATTENDANCE

RESPONSES	ALL	CONTINUING			NOT CONTINUING		
	GRADS N	College %	School %	Total %	Military %	Job %	Total %
<u>Boys</u>							
Want me to go to college	9,657	55	9	64	16	20	36
Do not want me to go	484	5	7	12	27	61	88
Do not care	5,839	5	7	12	36	52	88
Will not let me go	72	6	15	21	25	54	79
N =	16,052				(Marriage)		
<u>Girls</u>							
Want me to go to college	8,172	50	28	78	1	21	22
Do not want me to go	1,219	5	11	16	1	83	84
Do not care	7,438	5	14	19	1	80	81
Will not let me go	116	3	14	17	1	82	83
N =	16,945						

Of all graduates reporting, almost 18,000 (54%) said that their parents wanted them to go to college. Approximately 2,000 graduates (6%) reported that their parents either "did not want them to go to college" or "would not let them go." Almost two out of three of the boys and four out of five girls whose parents wanted them to go to "college" were planning to continue their education in some way. The 16% of the boys planning military service indicated

they would attend college after military service.

The number of boys planning to go to "college" is 55% of the number whose parents "want them to go to college." For girls, this number is 50%.

For both boys and girls, the majority of those who were getting jobs, getting married, or going into military service reported that their parents "do not care" whether they go to college. This contrasts with the overwhelming high per cent of parents of graduates with "school" or "college" plans who want their children to go to college.

These lines of evidence indicate that the plans of college-going youth are strongly influenced by their parents, particularly when there is positive encouragement by the parents. Indifference or positive discouragement by parents was overcome or disregarded by comparatively small numbers of the graduates. The majority of the parents of the youth who were not continuing their schooling either did not positively encourage college attendance, or were indifferent toward it as sensed by their children.

The Influence of Friends

The graduates were asked to check their answers to the following question:

- (26) "Most of my friends are: (a) going to college (b) getting jobs (c) going into military service (d) other."

The replies to this question show that a large majority of the graduates were planning to do what they said their friends were going to do. Those planning to go to a "school" were an exception, but a high proportion of them, 44%, said their friends were going to "college." When the "college" and "school" groups are combined to make up the entire group planning to continue education beyond high school, the percentage whose friends were going to college is 65%. As a whole, the table gives a large measure of support to the adage, "Birds of a feather flock together."

TABLE 20. PLANS OF THE FRIENDS OF THE GRADUATES

PLANS OF THE GRADUATE	PLANS OF HIS FRIENDS			
	College	Job	Military	Other
"College"	75%	18%	5%	2%
"Job"	15%	71%	10%	4%
Military Service	17%	23%	59%	1%
"School"	44%	44%	8%	4%

N = 31,471

Influence of School and Teachers

The graduates were asked to report the influence of their teachers or counselors upon their plans in the same way that they did for their parents.

As shown in Table 21, the teachers had considerably less influence upon the plans of the graduates than did the parents. They had more influence upon the plans of the "school" or "college"-going youngsters than they did upon those who had other plans.

TABLE 21. INFLUENCE OF TEACHERS UPON PLANS

RESPONSES	ALL	CONTINUING		NOT CONTINUING			
	GRADS	College %	School %	Total %	Military %	Job %	Total %
<u>Boys</u>							
Not at all	5,883	22	7	29	29	42	71
Some	7,863	45	9	54	20	26	46
Very much	1,523	47	15	62	15	23	38
N =	14,969						
<u>Girls</u>							
				(Marriage)			
Not at all	5,034	21	20	41	•	59	59
Some	8,796	29	23	52	•	48	48
Very much	1,842	32	25	57	•	43	43
N =	15,672			N = negligible			

The number of graduates who said that their teachers had "no influence" upon their plans outnumbered almost 4 to 1 the number who said that their teachers influenced their plans "very much." This ratio among those continuing to college was 2 to 1. Among the boys going in to "military service" or getting jobs the ratio was 7 to 1, and for girls the ratio was almost 4 to 1.

Of the graduates whom the teachers did influence "very much" about 42% were planning to go to college. Of those who were not continuing their schooling, about 70% said their teachers had no influence upon them. This evidence should not be taken to mean that individual teachers did not have significant influence upon individual graduates. This information suggests, however, that "teachers and counselors" in general do not figure as strong influences upon the decisions of the majority of graduates about education beyond high school. Their influence seems weakest among the youth who do not plan to go to college.

The graduates were also asked to answer this question:

- (24) "My teachers in high school have: (a) encouraged me to go to college (b) discouraged me from going to college (c) have had no especial influence upon my plans."

TABLE 22. ENCOURAGEMENT OF COLLEGE - GOING BY TEACHERS

RESPONSES	ALL GRADES	CONTINUING			NOT CONTINUING
	N	College %	School %	Total %	%
<u>Boys</u>					
Encouraged	7,288	57	8	65	35
Discouraged	325	11	14	25	75
No effect on plan	8,304	16	9	25	75
N =	15,917				
<u>Girls</u>					
Encouraged	7,122	47	24	71	29
Discouraged	258	7	19	26	74
No effect on plan	8,304	12	18	30	70
N =	18,727				

Almost one-half of the graduates reported that their teachers had encouraged them to attend college. Of these, 57% of the boys and 47% of the girls planned to go to college. One out of six of those who said the teachers had discouraged their college attendance were planning to attend, but the numbers in this group were practically negligible, about 2% of all graduates. Again, the graduates who do not continue their schooling report that teachers have had no especial influence upon their plans.

As a further test of a school-related influence upon their plans, the graduates were asked to answer this question:

- (27) "High school studies: (a) have been interesting; I want to learn more (b) have been uninteresting; I would rather work than study (c) have had no especial influence upon my plans."

TABLE 23. INFLUENCE OF HIGH SCHOOL STUDIES ON PLANS

RESPONSES	ALL GRADS	CONTINUING		NOT CONTINUING	
	N	College	School	Total	%
<u>Boys</u>					
Interesting	8,754	54	10	64	36
Uninteresting	2,078	4	6	10	90
No influence upon plan	5,081	13	9	22	78
N =	15,915				
<u>Girls</u>					
Interesting	10,729	40	24	64	36
Uninteresting	1,720	2	9	11	89
No influence upon plan	4,941	9	17	26	74
N =	16,942				

As shown in Table 23, about 60% of both the boys and the girls said high school studies were "interesting" and "they would like to learn more. Of the entire group, 46% were planning to attend "college." Nine out of ten who said high school studies were "uninteresting" were not going to continue their schooling beyond high school. The vote was more than 4 to 1, however, in favor of finding high school studies interesting. About 30% of the graduates, however, said that high school studies had no especial influence upon their plans, and three out of four of these were not going to college.

This information suggests that the sheer liking to go to school and the enjoyment of studies is a positive stimulus to considerable numbers of students, and that most youth that do not find this kind of satisfaction in school work discontinue schooling with high school graduation. Again, large numbers of those who are not planning to go to "college" do not credit their school experiences with much influence upon their plans.

The differences between the boys and girls are not great, but comparatively larger numbers of girls find high school studies "interesting." This fact squares with the information on mental ability which showed that girls rank higher than boys in scholastic achievement in high school.

A further test of interest in education beyond high school was found in the answer to this question:

(21) "Did you take a college preparatory course?"

Since the differences between the boys and girls was practically zero, this information is reported for all graduates. Preparation for college was not a dominant motive of about 60% of the graduates as they moved through high school. This finding is consistent with the fact that almost 70% of the graduates did not plan to attend a "college."

One-fourth of the graduates who were planning to go to college, however, said that they had not taken a "college preparatory course." It is not known whether these students have taken subjects which will qualify them for college admission without their being aware of taking a course called "college preparatory;" or, whether these students were deficient in meeting typical college entrance requirements.

Forty per cent of those who had taken a college-preparatory course planned either to attend another type of school, or to get jobs, to marry, or to enter military service.

Opinions about the Value of a College Education

At the conclusion of the questionnaire the graduates were asked to read a list of opinions about the value of a college education (See questionnaire in Appendix A) and to check the three opinions which seemed most important to them.

These opinions were developed from studies of opinions frequently expressed by high school graduates from suggestions about possible differentiating value statements found in other studies, and from hunches of the present investigator. In general, the statements emphasize three types of value: economic, social, and educational. Many of the value statements were paired to yield check points for both college-going and non-college going students. For example, the statement "College graduates get jobs with better pay" was matched with "Skilled labor gets paid as much as most college graduates." The statement "I would be greatly dissatisfied to stop at my present level of knowledge" was matched with "Going to college would be a waste of time for me;" and "College graduates usually have the leadership positions" was matched with "Persons who do not have college educations often make better leaders."

The number of times each opinion was expressed either (a) by those going to "college" or (b) by those who were not continuing education beyond high school, was then tabulated.

The items were then separated into those which (a) large numbers of all graduates had checked and (b) small numbers of graduates had checked. Group (a) were the statements which had been checked by numbers larger than would have occurred by chance; group (b), the statements checked by numbers smaller than would have occurred by chance.

Calculations of the per cent of the "college" and "non-continuing" groups who had checked these items were then made and the results compared.

These were the statements in group (a) upon which there were the greatest differences between the "college" and "non-continuing" groups of boys.

Statements frequently checked by the "college" group and infrequently checked by "non-continuing" group

	College	Not Continuing
2. "I (am) would be greatly dissatisfied to stop at my present level of knowledge."	74%	26%
15. "College life broadens you socially and develops your personality."	64%	36%
12. "College graduates usually have the leadership positions."	57%	43%
9. "A college education helps you live a happier, more complete 'life.'"	53%	47%

Statements checked frequently by the "non-continuing" group and infrequently by the "college" group

1. "I would rather start earning money quickly, and learn on the job."	4%	96%
7. "Skilled laborers get paid as much as most college graduates."	3%	97%

The statements in group (b) which produced the greatest differences were:

Statements checked more frequently by "college" group than by "non-continuing" group

3. "College life and activities attract me very much."	54%	46%
11. "College studies make you work at a higher intellectual level, and I like that."	74%	26%

Statements checked more frequently by "non-continuing"
than by the "college" group

	College	Non-Continuing
13. "Learning on a job is more practical than most school learning."	3%	97%
16. "Success in life depends upon ability and effort, not amount of education."	11%	89%
17. "Going to college would be a waste of time for me."	5%	95%
10. "Going to college costs more than it is worth."	9%	91%

"Non-continuing" graduates voted in almost equal numbers with
the "college" group on the following statements:

4. "College graduates get jobs with better pay."	51%	49%
5. "The country needs more people who have highly developed skills and knowledge."	51%	49%
8. "Going to college enables you to study more lines of work before deciding on a career."	51%	49%

Negligible numbers of the graduates checked the following statements:

- 6. "College is a good place to meet a worthy life-mate."
- 14. "Persons who do not have college educations often make better leaders."
- 18. "Going to college has just been accepted; I have never thought of anything else."

The responses of the girls showed essentially the same pattern. Substantially larger per cents of the "continuing" girls than boys checked these statements:

	College	Non-Continuing
Group (b) "College life and activities attract me very much."	87%	13%
Group (a) "A college education helps you live a happier, more complete life."	90%	10%

In summary, upon factual statements the two groups tend to agree upon the general values of a college education. Larger parts of the "non-continuing"

group check the statements frequently checked by the "college" group than vice-versa. Upon statements involving personal plans, however, the "non-continuing" group strongly emphasizes immediate, practical, and economic considerations which are consistent with their plans. Whether the opinions expressed are rationalizations of their decisions or whether they reflect the basic motivations of these graduates may be debated. In the perspective of the background factors studied, however, the evidence favors the judgment that the expressed opinions of all of the graduates stem from pervasive attitudes and predispositions.

The analysis of the responses of the graduates to the whole range of the questionnaire supports the conclusion that the overwhelming majority of the graduates had made plans based upon the realities of their ability, family circumstance, and opportunities, and that they had given considered answers to this inquiry about their plans.

PART C.

THE SURVEY OF THE PARENTS

The survey of the high school graduates told of their plans beyond high school graduation. The next question was, did the graduates do what they planned to do? Were they telling only their hopes? Did they really know what they were going to do?

In answering the questionnaire, 80% of all the graduates, both boys and girls, said that they were "certain" that they would be doing what they had checked as their plans. It was a part of the plan of this study, however, to determine to what extent the graduates in fact followed the plan which they had indicated. This follow-up was done by addressing a questionnaire to the parents of all graduates who were a part of the "working sample." This form was mailed during the months of October, November, and December, 1957.

This inquiry asked the parents to tell whether their son or daughter was attending a college or school; and if not, to tell the activity in which he or she was engaged. Other questions asked whether the parents wanted their son or daughter to attend college; what circumstances prevented their sons or daughters from attending college; and what opinions they had about the value of a college education in general.

Questionnaires were mailed to 5675 parents, the number which constituted the working sample. The number of parents who responded was 2780, or 49% of the "working sample". Since special interest centered around determining the facts about students with high potential for advanced education or training, special follow-up techniques were used to get more complete returns from the parents of graduates who ranked in the "top $\frac{1}{4}$ " in both mental ability and rank in high school graduating classes. By sending a second questionnaire in January, by sending special letters, by telephone calls, and, in a few cases, by a personal visit to the home, responses were received from 97% of the parents of the high potential group.*

A comparison of the composition of the responding group to the total "working sample" shows that the parents of graduates who were continuing their schooling replied in greater numbers than the parents of graduates who had other plans. This skewness in the response resulted in part from the much heavier representation in the "top $\frac{1}{4}$ " group from whom, as mentioned, a 97% response was

* A detailed study of this group was undertaken by Mr. Donald Young, an assistant on this project. His study will be presented as a doctor's dissertation at the University of Wisconsin.

obtained; but, in general, parents of children who did not continue to school proved less likely to respond to the follow-up inquiry. Failure to respond increased when the son or daughter had not been a better than average student in high school. Table 24 shows the details of this comparison.

TABLE 24. COMPARISON OF RESPONDING GROUP TO WORKING SAMPLE.

MENTAL ABILITY	College	School	Military	Jobs	Total
<u>Boys</u>					
"working sample" response	959 661	289 91	651 268	880 331	2779 1331(48%)
<u>Girls</u>			(marriage)		
"working sample" response	777 564	606 324	23 17	1490 544	2896 1449(50%)
<u>Total</u>					
"working sample" response	1736 1125(65%)	895 415(46%)	see above Mil. 41% Mar. 74%	2370 855(36%)	5675 2780(49%)
<u>RANK IN CLASS</u>					
<u>Top 1/3</u>			(Not continuing)		
"working sample" response	736 524	217 64	432 177		1385 765(55%)
<u>Top 2/3</u>					
"working sample" response	1259 823	365 169		1021 403	2645 1395(53%)
<u>Lower 1/3</u>					
"working sample" response	449 224	302 99		1940 554	2691 877(33%)
<u>Total</u>					
"working sample" response	1708 1047	667 268		2961 957	5336 2272 (42%)

The Stability of the Plans of the Graduates.

The answers of the parents to the follow-up inquiry reveal that high percentages of the graduates were doing in the Fall of 1957 what they had said was their plan in the Spring of 1957. Among the entire responding group, 81%

were following their Spring plans exactly. Of those who had plans to attend "college," 90% were enrolled in a "college." The graduates who had planned to attend a "school" showed the greatest amount of shift in plans, only 67% actually following this course. One group reported 100% follow-through upon their plans -- the girls who planned to marry.

The students who had ranked in the lower one-half of their classes and had reported plans to attend a "college" or school showed a greater shift from their plans than did the students in the upper-half. Yet 72% of those with "college" plans in this group were attending "college."

A special study of the "top $\frac{1}{4}$ " group mentioned earlier in this study showed that 93% of this group had followed through with the plan they had reported.

Table 25 reports the information upon the stability of the plans of the graduates.

TABLE 25. THE STABILITY OF THE PLANS OF THE GRADUATES

PLAN OF GRADUATE	N	"College"	"School"	Military	Job
<u>Boys</u>					
"College"	661	90%	2%	2%	6%
"School"	91	27%	40%	9%	24%
Military service	268	5%	3%	70%	22%
Job	248	9%	3%	14%	74%
<u>Girls</u>					
				Marriage	
"College"	564	90%	3%	4%	3%
"School"	324	6%	75%	17%	2%
Marriage	17	---	---	100%	---
Job	505	3%	5%	8%	84%

Shifts in the Plans of Graduates

Of the 1,225 graduates who had planned to attend college, 129 did not carry through with their plans -- dividing fairly equally between attending a non-degree granting school, getting a job, or, if boys, entering military service.

On the other hand, 95 graduates, or 7% of those who had not planned to attend "college" actually did so. The result is that the number of graduates who were attending college in Fall, 1957, was 97% of the number who indicated "college" plans in Spring, 1957.

If the graduates had plans to continue their schooling, only one out of ten shifted their plans, more frequently toward attending "college" than anything else. One out of twelve graduates who did not plan to continue their schooling actually were attending some school in the fall, 60% of them in a "college." Only one activity had more graduates than planned -- military service.

The evidence is convincing that if high school seniors report their plans about further education during the months of April or May under circumstances like those used in this study, the information will provide a reliable forecast of the total enrollment of college freshmen in the state, and their pattern of attendance among the colleges of the state. There was close agreement between the types of colleges (public, private; university, state college) the parents reported which their children were attending and the colleges which the graduates reported they were planning to attend.

The Attitude of Parents toward "College"-Going

The replies of the parents also gave information about their desires for the education of their sons or daughters and insight into their beliefs about the value of education beyond high school, particularly going to "college."

The replies are summarized as answers to specific questions.

1. Did they want their children to continue their schooling?

Overwhelmingly yes -- 1,832 out of 2,084 parents (88%). A majority cast affirmative votes regardless of what their children were doing. In the Spring, 1,539 of the children of the parents had reported that their parents wanted them to go to "college." There is reason to believe that some of the graduates interpreted their parents attitude as one of "don't care," not as "encouragement," even when the parents wanted them to go. Perhaps the

parents did not convey their desires positively or perhaps their feelings were not strong, but they did not want to say they would discourage college attendance.

2. What were the circumstances which prevented their children from attending college?

The parents whose children were not continuing their schooling, even though the parents wanted them to continue, reported a variety of reasons. These reasons are listed below, showing the part of the parents who reported each reason.

could not afford it	33%	now attending part-time	6%
did not want to go	25%	marriage	2%
entered military service	15%	has a job	1%
will attend later	13%	other	5%

This information gives evidence that the number of graduates who were attending school or college in Fall, 1957, is short of the total number who eventually will attend, or who are continuing their education, part-time, while holding jobs. Financial problems and lack of interest in school were the most frequently cited reasons, comprising 58% of all reasons given.

3. Why did some parents not want their children to continue their schooling?

The emphasis upon financial problems and lack of interest in school was repeated in the answers to this question; but some of the answers revealed an attitude that further education would be a luxury. More than 40% emphasized financial problems. The reasons given by the 150 parents, and the per cent of them who cited each reason is shown below.

costs too much	23%	want him to enter	
not a strong student	18%	military service	9%
want him to get a job	16%	family needs income	5%
need him to work at home	13%	will be married	3%
he is not interested	9%	further education is a luxury	2%
		no reason given	2%

4. Did they advise their children to take college preparatory courses?

Although 88% of the parents wanted their children to continue their schooling, only 59% advised their children to take a college-preparatory course. This per cent climbed to 75%, however, if the

children had ranked in the top $\frac{1}{3}$ of their classes. Again, this finding suggests that some parents would do well to exert more positive influence upon the educational plans of their children if they strongly desire them to continue their schooling beyond high school. This influence needs to be felt as soon as their sons or daughters begin electing their high school studies.

5. What do parents think about the value of a college education?

The parents were asked to check from a series of opinions about the value of a college education those statements which most closely expressed their own opinions.

The 2,780 parents cast 6,776 votes, averaging between 2 and 3 votes per parent. If the opinions had been checked with equal frequency each statement would have received 521 votes. Upon the same basis, the votes by the parents of the "college-going," "school-going," and "not-continuing" groups would have been 281, 219, and 21, respectively. In the following discussion of the parents' responses, the number of votes by each of the groups will be indicated by the following symbols: c = "college;" s = "school;" nc = not continuing; T = total. These numbers shown may then be compared with the votes which each statement would have received if the parents had shown no real preference among the items.

The parents gave a strong affirmative vote to the following statements:

2. A college education is worth making the financial sacrifice it requires. (c, 918; s, 477; nc, 52; T, 1447)
7. A college education is required to get jobs and advance in them. (c, 727; s, 475; nc, 51; T, 1253)
11. Too many capable young people who desire to go to college are not able to go. (c, 536; s, 488; nc, 54; T, 1078)

Among the parents of "college-going" youth, the following statement received more votes than did statement 11 above.

9. People with a college education live more interesting and satisfying lives than those without a college education. (c, 606; s, 254; nc, 32; T, 892)

These statements drew less than 1% of the total vote. Of those who did vote for these statements, 83% were parents of children who

were attending a school other than a degree-granting college.

5. Going to school costs more than it is worth. (c, 3; s, 27; nc, 3; T, 33)

6. The school of hard-knocks is more valuable than a college education. (c, 1; s, 23; nc, 3; T, 27)

The total vote on the following trio of statements reflects the opinion of the parents upon the question of whether too many young people are going to college.

10. Too many people are going to college. (c, 16; s, 26; nc, 1; T, 43)

11. Too many capable young people who desire to go to college are not able to go. (c, 536; s, 488; nc, 54; T, 1078)

12. Going to college is not worth while for many young people who go. (c, 157; s, 186; nc, 15; T, 358)

Statements 10 and 12 were sometimes expressed by college-going persons who believed in restricted admission to colleges; but the parents show negligible support for these ideas. The strongest support of these opinions came from those whose children are attending a "school," not "college." The parents who reply to inquiry of this kind, however, probably differ from those who do not. Since two out of three parents whose youngsters were planning to get jobs did not reply, it would not be a safe generalization that they are fundamentally more like the parents of "college-going" than "school-going" children. A more likely interpretation is that about one-third of the parents of "job-getting" children have attitudes or opinions more like the "college-going" than the "school-going" parents.

This group of parents also gave strong support to the following statements. Statements 1 and 3 had also been checked frequently by the children of these parents in the high school survey.

1. It is better to learn a job skill or trade than go to college. (c, 7; s, 79; nc, 10; T, 96)

3. Success in life depends upon ability and effort, not amount of education. (c, 181; s, 246; nc, 25; T, 452)

8. You do not need a college education to earn good money and be leaders in your community. (c, 173; s, 249; nc, 17; T, 429)

13. People who learn on the job, use libraries, and teach

themselves are as well-educated as those who go to colleges. (c, 61; e, 136; m, 7; T, 20h)

In addition to statements 2, 7, 9, and 11, statement 4 received strong support from the parents of the "college-going" youth.

4. Persons who do not have a college education are at a social disadvantage in life.

There were no important differences between the responses of parents of girls and of the boys.

In summary, the great majority of parents place a high value upon a college education, believe that more capable children should have the chance to attend, that it is worth making a financial sacrifice to provide it, and that a college education is becoming a social and economic necessity for their children. The parents of children who are not continuing their school work in a pattern more like that of the parents of the "college-going" group than like that of the "school-going" group. The parents of the "school-going" group emphasized much more frequently the values of learning a trade or skill, hard work, self-education, and more frequently question the worth-whileness of a college education. Finally, practically all of the parents want their children to continue their schooling beyond high school. The parents differ on the question of what kind of schooling is best, but the great majority support going to "college." Those who do not are the parents of youth who are going to trade, business, vocational, nursing, beauty culture and other types of schools which have specific occupational training.

PART B.

THE PLANS OF GRADUATES WITH HIGH SCHOLASTIC PROMISE

The findings reported in Part A dealt with the entire graduating class. The evidence shows that "going to college" is not the objective, nor probably the desire, of more than one-half of the graduates. The graduates who planned to attend college ranked in the top 30% on tests of mental ability and rank in graduating class in scholastic achievement. Previous studies of human talent and achievement have established that students who rank in the top 25% in intelligence and scholastic achievement are, with individual exceptions, the pool which yields the persons who achieve with distinction in college studies and who make most of the important contributions to the advancement of society in adult life. To the extent that this group is not developed to its full potential in education and training, society is the loser. It is important, therefore, to know the facts about the "pool" of high potential among this group of graduates.

For the purposes of this part of the study, two approaches to the definition of persons who have "high potential":

- (1) Those who ranked in the top $\frac{1}{4}$ of their classes both in scholastic achievement and in tests of mental ability.
- (2) Those who were identified by their teachers or counsellors as having demonstrated unusual achievement and promise in socially useful directions.

The first of these approaches uses a combination of the measures commonly used by college admissions officers for selecting college students. This approach has a high degree of objectivity.

The second approach emphasizes the subjective judgment of teachers and counsellors. This approach was based on the idea (1) that there are youths who have unusual ability or talent in socially useful directions who do not rank in the "top $\frac{1}{4}$ " in their high school classes, or in the "top $\frac{1}{4}$ " in mental ability tests; (2) that teachers and counsellors often know who these youths are, and (3) that these youths should be included in any census of youth of "high potential".

Each of these approaches has specific limitations, and neither is here proposed as a scheme for identifying genius or creative talent. In the

second approach, the identification of the student with unusual promise depends entirely upon the interest, skill and perception of the individual teachers. A further weakness was that the method used required teachers to identify these students "in mass" near the end of a school year. It was believed, however, that this attempt would give rough answers to such questions as: To what extent do teachers identify youth who have unusual abilities other than those evidenced by high marks in school? What part of these especially identified would have been found in the "top 1%" group? What are the fields in which the identified youth showed their excellence? What part of these youth who were not in the "top 1%" continued their education beyond high school?

This part of the study deals with the findings about these two "pools" of graduates with high scholastic promise. The data are reported only in terms of whether these groups of graduates were planning to go to "college". If the graduates had other plans, it is considered to be a loss in human potential. This assumption should not be construed as a belief that persons who enter non-"college" programs, or discontinue their schooling, do not or can not make important contributions to society. The idea is that the rapidly increasing needs for persons with high levels of knowledge, understanding and skill make regrettable any losses from the "pool" of promising high school graduates.

The Characteristics of the "top 1%".

The information about this group is reported in terms of the "working sample". Table 26 shows the composition of this "working sample", and compares it with the entire graduating group. Because of the close similarity in the composition of these groups, the numbers reported can be considered in most instances to be one-sixth of the numbers which would have been found by using the whole group; and the percentages shown can be considered practically identical to the percentages which would have been found by using the whole group. Further lists of the "working sample" against the total group upon response about the education and occupations of the parents, family income, and parental encouragement of college attendance showed percentage differences of less than 1% on 68 out of 82 items. Only one difference reached as high as 2%.

As noted in Part A, a striking characteristic of the graduates who rank in the top segments of their classes in scholastic achievement is that the girls heavily outnumber the boys. This occurs despite the fact that the boys and girls are almost alike upon tests of mental ability. It will be shown in a later part of this that the girls' superiority in scholastic achievement as measured by marks earned continues among university students; but that the degree of superiority diminishes.

TABLE 26. COMPARISON OF WORKING SAMPLE WITH TOTAL GROUP (%)

		CONTINUING		NON-CONTINUING				
	N	College	School	Total	Military	Jobs	Total	TOTAL
<u>Boys</u>								
All graduates	16,609	34.3	9.9	43.2	23.3	33.5	56.8	100
Working sample	2,779	34.5	10.3	44.8	23.4	32.8	55.2	100
<u>Girls</u>								
					(marriages)			
All graduates	17,542	26.3	20.6	46.9	7	52.4	53.1	100
Working sample	2,896	26.8	20.9	47.7	.8	52.5	52.3	100
<u>Total</u>								
All graduates	34,151	30.0	14.8	44.8	11.7	43.4		100
Working sample	5,675	30.5	15.7	46.2	11.8	42.0		100

Table 27, below, shows the facts about the differences between the boys and girls in mental test score and rank in class as high school seniors.

TABLE 27. COMPARISON OF BOYS AND GIRLS IN MENTAL ABILITY AND ACHIEVEMENT

B O Y S				
high school rank				
MENTAL ABILITY	Low $\frac{1}{2}$	Second $\frac{1}{2}$	Top $\frac{1}{2}$	N
	144	163	276	583
	314	171	101	586
	948	165	47	1160 (52%)
N =	1406 (61%)	409	424	2329

G I R L S				
high school rank				
MENTAL ABILITY	Low $\frac{1}{2}$	Second $\frac{1}{2}$	Top $\frac{1}{2}$	N
	38	144	408	590
	166	217	233	616
	774	338	159	1271 (48%)
N =	978 (39%)	699	800	2477

Note that girls outnumber boys 2 to 1 in the top $\frac{1}{4}$ of their classes. There were 800 girls who ranked in the "top $\frac{1}{4}$ "; but, only 404 boys ranked that high. On the other hand, the numbers of boys and girls who scored in the top $\frac{1}{4}$ on the mental ability test were practically equal.

This was the situation which prompted the decision to define the student of "high scholastic promise" in this study as one who had scored in the top $\frac{1}{4}$ in both class rank and on the mental ability test. When this definition is used, 408 girls and 276 boys qualify as shown in Table 27. A second comparison group is composed of those who ranked in the "top $\frac{1}{4}$ " on both measures, and is composed of 711 boys and 1002 girls. This group provides the great majority of students who will go to and graduate from college.

In terms of qualifying for these special groups, 12% of all the boys qualified for the "top $\frac{1}{4}$ " and 16% of the girls; for the "top $\frac{1}{4}$ ", 35% of the boys and 40% of the girls.

The characteristics of these high potential youth are described in terms of how they answered certain questions about their plans, their parents, their friends, their school experiences, and their opinions about the value of a college education.

TABLE 28. CHARACTERISTICS OF GRADUATES WITH HIGH SCHOLASTIC PROMISE.

	All (N)	Top $\frac{1}{2}$ (N)	Top $\frac{1}{4}$ (N)
<u>PLANS</u> (Boys and Girls)			
1. How many were not continuing their schooling?	53	35	22
2. How many were going to "college"?	31	60	72
<u>PARENTS</u> (Boys)			
3. What was the occupation of the fathers?			
Prof. & Executive	11 (66)*	20 (81)	26 (85)
Sales and office	10 (51)	12 (75)	14 (79)
Small business	12 (52)	10 (60)	7 (79)
Skilled	10 (33)	8 (59)	7 (83)
Service and Semi-Skilled	37 (25)	28 (52)	27 (64)
Farm	18 (20)	19 (40)	19 (55)
4. How much schooling did the fathers have?			
did not attend high school	37 (23)	29 (45)	24 (65)
high school graduate, did not att. coll.	26 (29)	32 (56)	34 (59)
attended college	14 (66)	24 (73)	29 (75)
college graduate	9 (71)	14 (88)	18 (89)
5. Did parents encourage college-going?	48 (55)	95 (71)	95 (80)
<u>SCHOOL</u> (Boys)			
6. How many attend a small school (1-59)**	26	21	22
7. How many attend a large school (260+)**	26	28	27
8. Were high school studies interesting?	54 (54)	90 (70)	93 (79)
9. Did teachers encourage college-going?	46 (47)	79 (55)	80 (61)
10. Did they apply for admission to college?	48	69	80
11. Did they study:**			
Algebra	82	69	NA
Geometry	63	83	NA ***
Trigonometry	24	43	NA
Chemistry	55	73	NA

TABLE 26. Continued.

	All (%)	Top $\frac{1}{2}$ (%)	Top $\frac{1}{4}$ (%)
11. Did they study:			
Physics	49	69	NA
Foreign Language	32	44	NA
<u>FRIENDS (Boys)</u>			
12. Were their friends attending college?	40 (67)	62 (79)	72 (86)
<u>ECONOMIC ABILITY (Boys)</u>			
13. Can they contribute more than \$1000 to college expenses?	26 (50)	36 (75)	37 (82)
14. Can they contribute less than \$500 to college expenses?	42 (32)	29 (46)	26 (59)
15. Would they borrow for college expenses?	18 (60)	53 (76)	66 (95)
16. How many had never considered going to college?	26	5	5
17. How many of (16) would have considered it, if they had the money?	18	29	20
18. How many applied for a scholarship	13	34	46
19. How many took the National Merit Scholarship examination?	15	33	53
20. How many took College Entrance Board Examinations?	8	17	12
21. Were they identified as "outstanding"?	11	32 (73)	51 (86)

- * The numbers in parentheses refer to the per cent of this group who had plans to go to college.
 ** The per cents for these items were based upon rank in class only.
 *** NA = Data not available for this report

Table 26 is read as follows: On item 3, 18% of the fathers of the graduates were farmers; 19% of the fathers of the graduates in the "top $\frac{1}{2}$ "; and 18% of the fathers of the graduates in the "top $\frac{1}{4}$ "; but of all the graduates whose fathers were farmers, 20% were planning to go to college; of the graduates in the "top $\frac{1}{2}$ ", 40%, and of the graduates in the "top $\frac{1}{4}$ " 55%.

This information shows that if the graduates have high scholastic promise (top $\frac{1}{4}$), a majority of them plan to go to "college" regardless of the occupation, or the amount of schooling of the parent. High ability and achievement in high school brings pronounced increases in the number of graduates going to college, regardless of any parental characteristic.

There is evidence that the level of education of the parents may have greater influence upon the plans of the graduates than the occupation of the parents. The evidence takes this form.

The occupation which yielded the smallest per cent of "college"-going graduates was "farm", 20%. The occupation with the highest yield was "professional and executive", 66%. Few fathers who were farmers had attended "college", while few fathers in the "professional and executive group" had not attended college. An exploratory study was made to determine whether within these occupations the plans of the graduates fluctuate with the amount of schooling of the parents. The results of this study within the "top $\frac{1}{2}$ " of the "working sample" are shown in Table 29.

TABLE 29. EFFECT OF EDUCATIONAL LEVEL OF PARENTS WITHIN OCCUPATION.

Level of Education	Per Cent Going to College (Boys)			
	N	Farm %	Professional and Executive N	%
Fathers were not high school graduates	90	37	14	64
Fathers were high school graduates, not att. college	33	48	26	64
Fathers had attended college	5	60	91	90
TOTAL	N = 127	40	N = 133	81

Note that while "college"-going is the stronger habit among the boys of "professional and executive" fathers at each level of education, the "farm" boys go to "college" in much larger numbers if their fathers have been high school graduates or had attended college. On the other hand, the percent of "college"-going sons dropped significantly when the father had not attended college.

The influence of the education of the parents was evidenced in still another way. It was observed that the percentage of "college"-going increases in terms of the combined education of the two parents. Table 29 shows these facts.

TABLE 30. EFFECT OF COMBINED EDUCATION OF PARENTS. (Boys)**

Combinations of Education	Per Cent Going to College	
	All Graduates	Top $\frac{1}{4}$ *
Neither attended college	22	42
Father attended, Mother did not	48	67
Mother attended, Father did not	53	69
Both attended college	73	84

* Rank in high school class only.

** An extensive study of the interrelationships of educational level, occupations of both father and mother, and other parental factors is being made by Albert S. Lipp, a project assistant in this investigation.

The influence of higher levels of education in either or both parents appears to be cumulative. Observe also that when only the mother had attended college, the per cent of the graduates planning to attend college was larger than when only the father had attended college. This possible differential influence is worth further exploration.

The influence of the educational level of the parents upon plans for "college"-going extends to all their children whatever their score on mental ability tests or scholastic achievement in high school. This fact is shown in Table 31 below.

TABLE 31. EFFECT OF EDUCATION OF PARENTS UPON COLLEGE PLANS OF CHILDREN WITH DIFFERENT ABILITIES AND ACHIEVEMENT

	Per Cent Going to College		
	Top $\frac{1}{4}$	Second $\frac{1}{4}$	Lower $\frac{1}{2}$
Neither parent attended college	42	24	11
Father attended, mother did not	67	65	34
Mother attended, father did not	69	43	29
Both parents attended college	84	79	49

Table 31 shows that when both parents have attended college a larger per cent of the children who ranked in the lower $\frac{1}{2}$ of their classes plan to attend college than do the children who ranked in the top $\frac{1}{4}$ of their classes but neither of whose parents had attended college. This situation is also present when rank on mental ability test is used for comparison. Of the graduates who ranked in the top $\frac{1}{4}$, but neither of whose parents had attended college, 42% were planning to go to college; of those in the lower $\frac{1}{2}$, both of whose parents had attended college, 49% were planning to go to college.

Opinions About the Value of a College Education

A study of the opinions of this group about the value of a college education was made to discover whether there were important differences between (1) those who were planning to go to college and (2) those who were not planning to go to college.

These were the statements upon which there were significant differences.

The "college" group checked these statements more frequently than the "non-college" group (boys).

2. I am (would be) greatly dissatisfied to stop at my present level of knowledge.
18. Going to college has just been accepted; I have never thought of anything else.

The non-"college" boys checked these statements more frequently.

1. I would rather start earning money quickly, and learn on the job.
7. Skilled laborers get paid as much as college graduates.
13. Learning on the job is more practical than most school learning.
16. Success in life depends upon ability and effort, not amount of education.

The significant differences between the girls included items 1, 2, 13, 16, and 18 which had been checked by the boys; but the differences between the two groups of girls included these additional items:

Those which "college"-going girls checked most frequently:

6. College is a good place to meet a worthy life-mate.
9. A college education helps you live a happier, more complete life.
15. College life broadens you socially, and develops your personality.

Those which "non-college"-going girls checked more frequently were:

17. Going to college would be a waste of time for me.
12. College graduates usually have the leadership positions.

Both groups substantially agree, whether boys or girls, that:

4. College graduates get jobs with better pay.
5. The country needs more people who had highly developed skills and knowledge.

A further illumination of these responses comes from the fact that of all the persons who checked the responses listed above, the following per cents came from students who had ranked in the lower $\frac{1}{2}$ of their classes in scholastic achievement.

Statement 1 --	80%	Statement 13 --	84%
Statement 6 --	88%	Statement 16 --	81%
Statement 7 --	76%	Statement 17 --	84%

The influence of immediate, practical and economic incentives pervade the attitudes of all "high potential" men graduates regardless of their plans about further education. The girls show greater emphasis upon social rather than economic factors. Cultural or purely intellectual incentives are less strong but there was less opportunity for such influences to be expressed. The opinions to be checked by the students did not emphasize these values, although they were not neglected.

Characteristics of the "top $\frac{1}{4}$ " graduates who did
not go to college.

Since almost four out of five of the graduates who had high scholastic promise were planning to go to "college", it became important to search for clues to the reasons that the other one out of the five did not also go to "college". A comparison was made of the background characteristics of the "college" part of the "continuing" group in the "top $\frac{1}{4}$ " with the "job" part of the "non-continuing" group. These differences among the two groups of boys are noteworthy.

PARENTS

1. Occupation. The two occupations which yielded the smallest number of "high-potential" graduates were farmers and service or semi-skilled workers.

These two groups furnished 80% of all the boys who were getting jobs instead of continuing their education.

2. Education. When the fathers had attended college, almost three-fourths of their sons planned to go to "college". The odds were better than 2 to 1 that the son of a father who had attended college would also plan to go to college.

None of the fathers of the boys in this group who were taking jobs had attended college; and 18% of the fathers of those who were going to college had not only attended college, but were college graduates.

3. Encouragement of college attendance. The over-whelming majority of the graduates who were planning to attend "college" said that their parents wanted them to attend -- 95% reporting such encouragement. Only 60% of the boys who were getting jobs said that their parents wanted them to go to college -- many more of them reporting a "don't care" attitude.

SCHOOL

1. Size of school. The ratio of "college"-going to job-getting among boys who graduated from high schools of different size was:

1-59 graduates	4:5 to 1	120-259 graduates	5:1
60-119 graduates	6 to 1	260 + graduates	10:1

Of the boys who were getting jobs, 77% were from schools which had fewer than 260 graduates.

2. Interest in Studies. Fewer boys who were getting jobs reported that high school studies were interesting and that would like to learn more -- 70% in comparison with 93% of the boys going to "college".

FRIENDS

The strong tendency of the graduates to have plans like those of their close friends has been noted earlier. In this group of "high-potential" boys, 85% of those going to "college" said their friends were going to college; and 23% of those getting jobs said that their friends were going to college. The friends of 64% of the job-getting students were getting jobs; but only 8% of the friends of the "college"-going students were getting jobs.

Of all the boys who said that their friends were going to college, 86% were themselves planning to attend.

ECONOMIC ABILITY

1. Family Contribution to College Expenses. Of all the boys whose families could contribute less than \$500 toward college expenses, 59% were going to "college", 16%, getting jobs.

Of the boys going to "college", 37% reported that their families could contribute less than \$500 toward their expenses; of the boys getting jobs, 59%.

Only 13% of the boys getting jobs had families who could contribute more than \$1000; 69% of the boys who were planning to go to "college".

These figures point to a differential in family ability to help pay college expenses as a definite influence upon the plans of these "high potential" boys. Note, however, that this is not the whole story. One out of seven boys whose families had ability to give substantial help were not planning to go to "college", but almost two out of five of the boys whose families could contribute less than \$500 were still planning to attend.

2. Ability to afford a college education. This vote on the question whether their families could afford to send them to college was more conclusive. Of the "college"-going boys, 80% voted yes; of the boys getting jobs, 8% voted yes. Regardless of the facts of family income, beliefs about the sacrifice which their families might be required to make to send them to college may prove to be powerful determiners of the decisions of the boys.

3. Willingness to borrow. Of the boys who planned to go to "college", 66% would borrow money if they could pay it back upon the installment plan after graduation. Only 24% of the boys who were getting jobs said they would borrow.

There is an important practical difference in the situations of the two groups of boys, however. Many of the "college"-going boys were not faced with the problem of having to borrow to attend college. Some of the job-getting group faced this problem immediately. A part of the difference in response could result from differences in the reality of this hypothetical question to the two groups of boys.

GENERAL

1. Did they consider attending college? Practically all (91%) of the boys who were getting jobs said that they had considered attending college; but of the 9% who said that they had not considered it, two out of five reported that they would not have considered it even if they had the money.

2. Did they apply for a scholarship? One out of eight boys who were getting jobs had applied for a scholarship, but two out of three had not been successful. This compares with the 43% of the "college"-going boys who applied for scholarships. Of this group, 20% had received scholarships, but more than 50% had not yet heard from their applications.

3. Had they been refused admission to college? Only one boy reported that he had been refused admission to college -- reason: failure to take college-preparatory subjects. Only 8% of the "job"-getting boys, however, expressed intention of applying for admission.

4. Had they been identified by their teachers as "outstanding"? Of the job-getting boys, 40% had been identified as outstanding in some field; of the college-going boys, 54%.

ASPIRATION

The graduates were asked to check their answers to this question:

9(b). "I hope eventually to enter the type of occupation checked below."

Table 32 compares the responses of the "college" and "job" boys and shows the occupations of the fathers of each group.

TABLE 32. JOB ASPIRATIONS OF "COLLEGE-GOING AND JOB-GETTING GRADUATES IN "TOP $\frac{1}{4}$ "; OCCUPATIONS OF FATHERS.

	College		Job	
	Father (%)	Son (%)	Father (%)	Son (%)
Professional and Executive	31	91	4	37
Office and Sales	16	4	8	16
Skilled	8	1	4	27
Small Business	8	1	4	None
Service and Semi-Skilled	23	2	50	5
Farm	14	2	30	16

This information shows the strong urge among all high ability boys toward the professions and skilled or managerial types of work. Those who are getting "jobs" tend in greater numbers to follow the occupations of their fathers. For example, note the difference between the "farm" and "service" and "semi-skilled" groups, who expect to follow in their fathers' occupations.

The occupational aspirations of this whole group of boys with scholastic promise is strongly toward those kinds of work for which people of their ability are much needed; 70% toward the professions or executive types of work, and, if not going to college, 27% toward skilled occupations.

As a caution, the percentages quoted in this section should not be considered exact since some of them are calculated upon small numbers which have resulted from using the "working sample". The agreement between the "working sample" and the total group on many breakdowns of the data plus the internal consistency and logic of the findings give confidence to a judgment that the nature and direction of the differences shown are real.

In summary, the typical boy who had high scholastic promise but who did not plan to go to "college" may be described as follows:

He was the son of a father who was either a farmer or semi-skilled worker who had never attended college. His family had average or below average income, and could contribute less than \$500 toward his college expenses, and he believed that his parents could not afford to send him to school. He was attending a small school. He was less interested in school studies than his "college"-going classmates of the same high ability, and his parents were less interested in his going to college. Most of his friends, were, like him, getting jobs. He did not want to borrow money for college expenses even if he could pay it back on the installment plan. In fact, there is some doubt that he would want to go to college even if he could afford it. He had not applied for a scholarship. While his high school record had been good, the chances are he had not been identified by his teachers as a student who had shown unusual achievement or promise in a specific field. He hoped someday to be an executive or skilled worker, believed that success depended upon hard work, and wanted to go to work right away and start earning money.

Wisconsin "Loss" in Underdeveloped Ability

From the information gathered in this survey of the graduates and their parents it is possible to estimate the number of Wisconsin youth of high scholastic promise who did not attend college during the next school year following their graduation. This is done as follows.

Loss from graduates who ranked in the top 1/4 of their graduating class.

Boys

(1) Number who qualified	2675	
(2) Number who "planned" to attend "college"	1950	72% of (1)
(3) Number who did not plan to attend	725	

(4)	Number who planned to attend and did	1775	91% of (2)
(5)	Number who did not plan to attend and did	125	17% of (3)
(6)	Total number attending college	<u>1900</u>	
	<u>LOSS</u>	<u>775</u>	<u>28% of (1)</u>

Girls

(1)	Number who qualified	5200	
(2)	Number who planned to attend "college"	<u>2375</u>	46% of (1)
(3)	Number who did not plan to attend	<u>2825</u>	
(4)	Number who planned to attend and did	2100	88% of (2)
(5)	Number who did not plan to attend and did	150	5% of (3)
(6)	Total number attending college	<u>2250</u>	
	<u>LOSS</u>	<u>2950</u>	<u>57% of (1)</u>

Total

(1)	Number who qualified	7875	
(2)	Number who planned to attend "college"	<u>4325</u>	55% of (1)
(3)	Number who did not plan to attend	<u>3550</u>	
(4)	Number who planned to attend and did	3875	90% of (2)
(5)	Number who did not plan to attend and did	275	8% of (3)
(6)	Total number attending college	<u>4150</u>	
	<u>LOSS</u>	<u>3725</u>	<u>47% of (1)</u>

Loss from graduates who ranked in top $\frac{1}{2}$ on mental ability test.

Boys

(1)	Number who qualified	3700	
(2)	Number who planned to attend "college"	<u>2300</u>	62% of (1)
(3)	Number who did not plan to attend	<u>1400</u>	
(4)	Number who planned to attend and did	2050	89% of (2)
(5)	Number who did not plan to attend and did	225	17% of (3)
(6)	Total number attending college	<u>2275</u>	
	<u>LOSS</u>	<u>1425</u>	<u>38% of (1)</u>

Girls

(1)	Number who qualified	3700	
(2)	Number who planned to attend "college"	<u>1800</u>	49% of (1)
(3)	Number who did not plan to attend	<u>1900</u>	
(4)	Number who planned to attend and did	1600	89% of (2)
(5)	Number who did not plan to attend and did	75	4% of (3)
(6)	Total number attending college	<u>1675</u>	
	<u>LOSS</u>	<u>2025</u>	<u>55% of (1)</u>

Total

(1) Number who qualified	7400	
(2) Number who planned to attend "college"	<u>4100</u>	55% of (1)
(3) Number who did not plan to attend	<u>3300</u>	
(4) Number who planned to attend and did	3650	89% of (2)
(5) Number who did not plan to attend and did	<u>300</u>	9% of (3)
(6) Total number attending college	3950	
<u>LOSS</u>	<u>3450</u>	<u>46% of (1)</u>

These estimates of the "loss" refer only to those who enrolled in "college" in the Fall of the next school year. As observed in Part A, about 15% of the boys who entered military service plan to attend "college" afterward; and, as noted in Part B, some of those who did not plan to continue their schooling were found upon follow-up to be either attending colleges part-time, or making plans to attend in the immediate future.

The Specially Identified Graduates

The teachers and counselors of the high schools identified about one in ten of their graduates as having shown outstanding promise in some special field. The fields in which these students were reported to have shown unusual achievement were many. Included were most of the subject-matter fields of the high schools, and a number of activities such as nursing, teaching, business management, athletics, and general leadership.

One of the purposes of this part of the study was to discover whether teachers had identified youngsters who showed some special talent or promising achievement but who did not have unusually high general scholarship. An analysis of the graduates whom the teachers identified showed that about one out of five (20%) had not ranked in the top 25% of their classes either in scholastic achievement or on the mental ability test. The fields of excellence most frequently named by their teachers for this group were: Art, 10%, Music, 12%; Science, 10%; Technical skills, 12%; athletics, 15%; Agriculture, 7%; Business skills, 6%.

Of all the specially identified students, however, 44% were students who had qualified in the "top 1/4" described in the section preceding this one. The other 36% had been in the top 25% of their classes either in class rank or on the mental ability test.

Science was the special field in which students were most frequently identified. Other fields, in order, were: mathematics, business skills, English, music, technical skills, leadership, athletics, art, agriculture, home economics, foreign languages, nursing, social studies, teaching and social service. About one out of eight was named simply for high academic ability.

Of the students mentioned for excellence in science, one out of five were students who had not qualified as students of high scholastic promise. In general, however, when the fields of excellence were in the basic subjects (English, mathematics, science, social studies, and foreign languages), the great majority of students had very high general scholarship. Of the number of identifications in this field, 78% belonged to such students.

It must be remembered that the identification of these students was in some measure a matter of chance -- depending upon the teacher or teachers who named these youth. It is not reasonable to suppose that the procedure used in this study could identify all of the youth who have unusual promise, nor that the ones identified are youth who are unquestionably outstanding. Nevertheless, there is reason to believe from general knowledge of the nature of special abilities, in addition to the evidence presented here, that an important, though small, reservoir of undeveloped and human talent, skills, and ability does exist among graduates who are not identified by use of measures of scholastic aptitude and general scholarship.

The next question is, "Do these students continue their studies beyond high school? Since the facts about those who qualified for the "top $\frac{1}{4}$ ", or for those in the top 30% in mental ability or in class rank were reported in the previous section, attention is directed to the specially identified who fell outside these groups.

Less than one half of these students were not planning to attend "college". Their special interests draw many of them to schools which offer specialized training in art, music, technical trades, and business, secretarial, or clerical training. The replies from youth who have gone into these types of work as reported in Part A, indicate that they divide in degree of satisfaction with their own progress and future, but most of them acknowledge the advantages of a college education.

PART E.

SURVEY OF PROMISING YOUTH WHO DID NOT ATTEND COLLEGE

This report will present the results of a follow-up questionnaire sent to a segment of 1957 Wisconsin high school graduates. Two criteria were used in selecting students for this part of the study. First, the graduates were classified as high ability students in one or more of these three ways: (a) the students' score on the test of mental ability had to fall between the 75th and 100th percentile on the test norm; (b) his rank in the high school graduating class had to fall between the 75th and 100th percentile; (c) or he must have been identified by his high school counselor or other members of the high school staff as outstanding in some special area of worthwhile achievement — mathematics, science, literary, music, or other fields of school activity.

Second, in addition to having been identified as students of high ability, these students indicated in the initial questionnaire, "My Plans Beyond High School," that they were intending to obtain a job or go to a non-degree granting school. Since there was some possibility that the respondents would alter their plans, the parental questionnaires were examined for any changes in plans of the graduates. If a parent reported that a son or daughter was working or going to a non-degree granting school rather than a college or university (as was indicated by the graduate on the "My Plans" questionnaire) the student was included in the follow-up study. On the other hand, a graduate was not included in the study if after initially indicating his intentions to find a job, a parent reported that he was attending a college or university.

During the months of January and February of 1957 a total of 1060 high school graduates were sent the follow-up questionnaire, "After High School, What?" (see appendix). If the student did not return the blank after a month, he was sent a stamped self-addressed post card on which he could answer the response items which were most relevant to the follow-up study (see appendix).

Of the 1060 blanks, 729 or 68% of the questionnaires and post cards were returned. Table 33 presents the number of questionnaires and post cards returned by a sex-classification.

TABLE 33. NUMBER OF REPLIES RETURNED IN THE FOLLOW-UP STUDY

REPLIES	NUMBER
Post cards returned by men	79
Post cards returned by women	135
Questionnaires returned by men	181
Questionnaires returned by women	334

RESULTS

The first important question for this part of the study was:

"What were the current activities of these high ability graduates?"

These results are presented in Table 34.

TABLE 34. ACTIVITIES OF HIGH SCHOOL GRADUATES WHO WERE NOT GOING TO COLLEGE

ACTIVITIES	QUESTIONNAIRE DATA		POST CARD DATA	
	Men	Women	Men	Women
Held a job	51%	61%	53%	67%
In military service	21%	1%	31%	--
In school (part-time or full-time)	22%	29%	14%	20%
Other	6%	9%	2%	13%
N =	181	334	79	135

A majority of the graduates, both men and women, were working on some type of job. Of those who were holding jobs, 76% of the men and 93% of the women indicated they were working on a full-time basis. Comparable results were noted for those graduates who returned post cards. For these data, 53% of the men and 67% of the women were holding jobs.

Table 35 summarizes the types of jobs held by the graduates.

TABLE 35. KINDS OF JOBS HELD BY THE GRADUATES

KIND OF JOB	QUESTIONNAIRE DATA		POST CARD DATA	
	% Men	% Women	% Men	% Women
Clerical	5	81	6	80
Semi-skilled, unskilled	65	8	48	3
Skilled	11	1	5	---
Service	4	7	7	11
Agriculture	9	---	24	---
Other	---	---	10	6
Has job; not further specified	6	3	---	---
	N = 93	203	42	90

Consistent with the cultural expectations as to the kinds of work done by the men and women, note that a large percentage of women entered clerical work whereas the men entered work which primarily required manual or semi-skilled labor.

For those graduates who were in school (22% and 14% for men and 29% and 20% for women), a tabulation was made of the kinds of schools or educational courses in which they were enrolled. These results are presented in the following table:

TABLE 36. KINDS OF SCHOOLS OR COURSES IN WHICH HIGH ABILITY GRADUATES ARE ENROLLED

KIND OF SCHOOL OR COURSE	QUESTIONNAIRE DATA		POST CARD DATA *	
	Men	Women	Men	Women
Teachers' college	18%	9%	4	4
Nursing school	---	54%	---	18
Business course	8%	7%	1	4
University or college	32%	7%	6	2
Engineering; technical training	32%	9%	---	---
Other	10%	14%	---	---

* Because numbers are small, percentages are not shown.

There is a marked contrast in the kinds of educational programs which men and women graduates entered. In particular, note should be taken of the larger percentage of men than women who enter a degree-granting school or enroll in some engineering or technical training program. The women graduate group showed a pronounced tendency to enter the training program in nursing.

Approximately one-fourth of the men and women graduates enrolled in some kind of educational program despite indication that they would not go on with their education. It is now pertinent to know what are the plans of graduates who did not immediately continue their education or training, and what kinds of attitudes they hold toward the value of a college education. First, observe the plans of the group who was holding jobs. The graduates were asked: "Are you satisfied with (your) work, and its possibilities for you?" Of the 201 women who responded, a large majority of them (75%) said "yes." Men, on the other hand, were generally more dissatisfied with their jobs. Thus, of the 84 men respondents who replied to the question, a minority, 45%, indicated they were satisfied, whereas 55% stated that they were not satisfied with their present work activities.

Related to these data is the finding that a larger percentage of men than women indicate intentions to obtain a further education. Thus, of the 84 men who replied to the question, "Do you have plans for further education or training?" 73% answered "yes." On the other hand, of the 192 women who answered this question, only 29% said "yes." The reality of this difference between men and women in attitude and aspiration is corroborated by the replies made by those responding by post card. They were asked:

"If you are not now in college, do you expect to go to college in the near future?"

Of the men who replied, 77% said "yes;" of the women, 8% said "yes."

These facts suggest that lack of education had made an impact upon the men that was not felt as strongly by the women, and that this impact was socio-economic nature.

Overall, it would seem that because of their greater dissatisfaction with their present work, the men graduates are probably motivated to obtain additional education or training as a means of improving their status.

The graduates who had indicated plans for further education were asked to describe the kind of education they planned to get. Table 37 gives these results for the questionnaire data only.

TABLE 37. KINDS OF EDUCATION THE GRADUATES DESIRED.*

Type of Education Desired	Male N=44	Female N=46
a. Wants to earn a college degree or have some college education	45%	35%
b. Wants to go to night school for additional courses	5%	9%
c. Wants business or secretarial training	7%	33%
d. Nurses training	--	11%
e. Technical training, vocational school	25%	12%
f. Wants to study some field of engineering	19%	--

* Post card data did not give this information. Per cents are those from questionnaire responses.

Slightly less than one-half of the men respondents and approximately one-third of the women said that they were interested in a college education. The remaining portion of these graduates state interests in a briefer kind of education related to a specific vocational goal.

Attitudes Toward a College Education

An important phase of this study inquired about the attitudes of this group of high ability youngsters toward college education in general. Such considerations should illuminate some of the motivational and attitudinal factors which may determine whether bright students are likely to continue their schooling after high school. In this section the questionnaire data is used since this was the principal source of information.

The questionnaire contained a series of attitudinal items which were arranged into 5 groups of two, three, or four highly related items. The respondents were asked to check the item on each group which best described his or her own attitude or feeling. The results, presented in Table 38, treat each group of items separately.

TABLE 38. ATTITUDES OF THE GRADUATES TOWARD COLLEGE EDUCATION.

	M 140 (%)	W 229 (%)
<u>Group 1.</u>		
a. I am going to get further schooling if I possibly can.	71	38
b. I wish that I could get more schooling, but probably will not.	24	38
c. I am glad that I did not continue.	5	24
<u>Group 2.</u>		
a. I have decided to continue my schooling.	62	31
b. I will not continue my schooling because I cannot afford it.	19	19
c. I will not continue my schooling because I do not want it.	5	13
d. I will not continue my schooling because:*		
1. of financial reasons	4	2
2. getting married, or am married	1	12
3. satisfied with present job	3	11
4. not interested in any further education college; do not care to go to college	1	3
5. I get experience and an education from working on the job	1	2
6. Probably cannot graduate from a college	1	-
7. Not specified or others	3	7
<u>Group 3.</u>		
a. I would get further education if I had the financial assistance.	41	34
b. I would not get further education even if I had the money.	10	30
c. I shall continue my schooling.	49	36
<u>Group 4.</u>		
a. Further education will be essential to progress in my work.	78	40
b. I expect to make satisfactory progress without further schooling.	22	60
<u>Group 5.</u>		
a. More schooling would greatly increase my understanding and enjoyment of life.	87	72
b. More schooling would not increase my understanding and enjoyment of life.	13	28

* There was multiple coding for this item, since many respondents gave more than one reason.

Observe the striking difference between men and women high school graduates in how they responded to these statements. Generally, the men have a pronounced desire to continue their education. This tendency is reflected clearly in four of the five groups of items: (1) an immediate interest in further education (item A, group 1 & 2); (2) a feeling that more education is important to progress on the job (item A, group 4); and (3) further education is related to personal satisfaction and enjoyment (item A, group 5). In all of these instances, men show more positive and favorable disposition toward education beyond high school than do the women.

This same pattern is found in a more limited way in the post card data. Thus, of the 54 men who answered the question, "Do you want to go to college?", 67% of the men answered "yes". In contrast, of the 89 women who answered this question, only 22% gave a "yes" response.

Such sex differences in attitude toward further education perhaps reflect in part the anticipation of different social roles for these young men and women. In particular, many of the female graduates expect to become wives and mothers in the near future. For these individuals, additional education beyond high school is not conceived as essential to carrying out these roles of wife and mother. Some of the additional comments made at the end of the questionnaire illustrate this point.

"If I did not have marriage plans I would definitely try to get a college education."

"I believe it is very essential for men but for women I think it is nice to have but not a necessity."

"College is an advantage for everyone....but for a girl with the intentions of marriage...it is best to do without college."

"I would go on to school but since I have a good job now and since I plan to be married within 2 or 3 years, I feel that furthering my education would be meaningless and unnecessary."

"A college education is excellent for those who wish to choose a particular field of work. I only want to be married someday and have no plans to make a career of working in the business world, therefore I do not think a college education is necessary."

"I would rather get married" (than go to school).

Men, on the other hand, in our culture, typically expect to be the chief "bread winner" in their families. As such, many of them hope to move upward in the socio-economic scale. One way to achieve this mobility is through education and training which frequently enables a man to achieve a

more lucrative positions and greater social status in his community. With this kind of motivational pattern operating, men more than women are more likely to be in favor of additional education.

Besides these underlying motivations which either can influence the decision in going or not going on for further education beyond high school, one must recognize that the economic factor -- the ability to afford more education -- is highly important. There is much evidence that economic considerations were operating among these graduates. Note, for example, that for attitude, item b, group 2, 19% of the men and the same percentage for women indicate they will not continue their education because of financial difficulties. Furthermore, a large percentage, 45% and 34% for men and women respectively, indicate they would get further education if they could get financial assistance (attitude item a, group 3). For the post card data a similar concern for economic factors is noted. For the 35 men graduates and the 24 women graduates who answered the question, "Would you need financial help to go to college?", 91% and 88% respectively answered "yes."*

Many of the free responses made by the high school graduates in the follow-up study point up their concern over this problem.

"Money is my only hindrance (to going to college). M

"It (college) costs too much." M

"I would get more education if I thought I could afford to go to school after I'm married." M

"Financially it now seems impossible because my father is not able to work." M

"If high school graduates without financial means for higher education were offered financial assistance upon their graduation, many who now seek jobs after school would undoubtedly go to college." W

"I would have been glad for an opportunity to get a higher education, but I was unable to do so because of financial difficulties." W

"I was thinking of going to college, but then I changed my mind because it cost too much." W

"I have thought about going on to school; but at the present time, I do not feel financially able." W

* Actually the N for this question is larger. However, in making this tabulation only those respondents who said "yes" to either or both of the prior questions were counted: "If you are not now in college, do you expect to go in the near future?" and "Do you want to go to college?"

The scholarship is one of the possible approaches to aiding those graduates who are now unable to afford a further education. In this connection, a rather interesting finding was the limited number of respondents who applied for and/or who received scholarships. Of the 190 men who answered the question, "Have you ever applied for a scholarship, 18% answered yes. Of the 309 women who answered this question, 28% said yes. With respect to those who actually received scholarships, we find that of the 162 men and 281 women who supplied information on this point, 14% and 11% respectively, received such awards.

These figures are striking in light of the fact that all of the graduates in this part of the study were classified as students with high scholastic promise.

Comparison of Responding Graduates with Those Not
Responding

As mentioned earlier, 68% or 729 of the 1060 graduates to whom inquiries were sent responded either by completed questionnaire or return of the post-card. It is important to know whether the 32% who did not reply differ in any important ways from those who responded.

As a test of this possibility, the responding group was compared with the non-responding group upon certain background factors which were reported on the questionnaire completed by the high school graduates -- "My Plans Beyond High School." This test was made by using a systematic random sample of the responding group approximately of the same size as the whole of the non-responding group. The two groups were then compared in terms of the percentage of their responses on items of the high school questionnaire which dealt with education of the parents, occupation of the parents, ability to finance a college education, and parental encouragement of college attendance.

The results of this comparison are shown in Table 39.

There is close correspondence between the responding and non-responding groups upon all factors related to the education and occupation of the fathers. These are items which can be reported with objectivity and reasonable accuracy. There are greater differences between the two groups upon their beliefs about

the family income and the ability of their parents to afford to send them to college. These items reflect subjective judgments and should be expected to be less reliable. The widest difference occurred in the number of boys who reported that their parents could not afford to send them to college. A larger percentage of the men graduates who responded checked this item than those who did not reply. An educated guess is that graduates who wanted to go to college but could not afford it wished to make this fact known, while many of those who were not interested in school did not bother to reply.

TABLE 39. COMPARISON OF RESPONDING PARENTS WITH NON-RESPONDING PARENTS

	Responding		Non-Responding	
	M(%)	F(%)	M(%)	F(%)
	N=116	N=206	N=136	N=230
Education of Father (item 7)				
did not attend high school	42	46	38	42
attended high school	14	17	18	14
graduated from high school	19	14	24	19
attended trade school or business college	9	8	8	7
attended college	4	4	3	5
graduated from college	3	3	4	4
has PhD or master's degree	2	less than 1%	1	1
do not know	4	5	3	7
item left blank	3	3	1	1
Father's Occupation (item 9)				
office work	2	6	3	3
professional	5	4	4	3
executive	1	2	3	3
factory work	34	38	35	36
salesman	3	3	3	5
owns, rents, manages small business	9	11	9	11
owns, rents, manages farm	22	21	27	25
skilled labor	13	7	7	1
other	3	1	3	8
item left blank	8	7	6	5

(Table 39 continued on next page)

TABLE 39. COMPARISON OF RESPONDING PARENTS WITH NON-RESPONDING PARENTS (Continued)

	Responding		Non-Responding	
	M(%)	F(%)	M(%)	F(%)
	N=116	N=206	N=136	N=230
Parent's ability to afford a college education (item 1)				
can easily afford it	3	13	10	12
can afford, but with much sacrifice	45	46	50	42
cannot afford it	43	29	26	33
I must work to help support the family	3	3	4	3
left item blank	6	9	10	10
Parent's attitudes toward son or daughter going to college (as perceived by respondent) (item 25)				
wants me to go to college	55	42	58	35
does not want me to go	2	10	1	10
do not care whether I go	38	44	39	47
will not let me go	--	less than 1%	--	1
item left blank	5	3	2	7

The N for each item varied since not all of the respondents answered the items.

Because no analysis was made of all of the items in the "my plans" questionnaire, it is not possible to specify the exact areas where differences may exist between the responding and non-responding groups. The available evidence suggests that such differences, if they do exist, lie probably in the attitudinal rather than objective items. However, from an overall standpoint, none of the facts available in the data provided in the entire study point to the likelihood that the results would have been greatly different had there been a 100% response from the follow-up survey.

PART F.

THE PLANS OF THE COLLEGE GRADUATES

As a part of the survey of the flow of Wisconsin youth from high school through college, it was determined to learn what plans a "crop" of Wisconsin's college graduates were making for their activity immediately beyond college graduation. This section describes the findings of this survey.

Information was received from 4,875 graduates -- more than ninety per cent of all seniors graduating from all of Wisconsin's degree-granting colleges in Spring, 1957. An analysis of the plans of the graduates reveals these interesting facts:

More than two-thirds (68%) of all the graduates expected to move from school directly into jobs. Almost one-half (49%) of them had secured jobs before graduation. About one out of five were seeking jobs at the time of graduation, but had not yet secured one. About one out of seven were continuing their studies in graduate, law, medical or theological schools. About one out of seven boys were entering military service; and about one out of eleven girls were becoming married and choosing home-making as their immediate life plan.

BOYS

TABLE 4A THE PLANS OF WISCONSIN'S 1957 COLLEGE GRADUATES
(By Type of College)

	UNIVERSITY OF WIS.		STATE COLLEGES	PRIVATE COLLEGES*	TOTAL
	Madison	Milwaukee			
No. graduates reporting	1113	86	605	1140	2944
% with jobs	46%	52%	43%	56%	49%
% seeking jobs	12%	16%	34%	13%	17%
% entering advanced studies	25%	9%	11%	17%	19%
% entering military service	14%	23%	11%	13%	13%
% plans not reported	3%	NONE	1%	1%	2%

* Includes Marquette University

G I R L S

TABLE 10 THE PLANS OF WISCONSIN'S 1957 COLLEGE GRADUATES
(By Type of College)

	UNIVERSITY OF WIS. Madison Milwaukee		STATE COLLEGES	PRIVATE COLLEGES* Co-ed Girls'	TOTAL	
No. graduates reporting	625	112	486	551	190	1932
% with jobs	51%	76%	78%	47%	56%	58%
% seeking jobs	24%	14%	18%	33%	25%	25%
% entering advanced studies	8%	2%	.5%	7%	14%	5%
% marriage (housewifery)	13%	8%	2%	11%	4%	10%
% plans not reported	4%	NONE	1.5%	2%	1%	2%

* Includes Marquette University

Table 10 shows the plans of the graduates by type of college attended. The plans of the boys and girls are shown separately. The following observations are made in interpretation of these facts and related data.

a. Those who had secured jobs. Of those wanting jobs, 70% had secured positions before graduation. There is little difference among the graduates of the several types of colleges in the success with which they had secured jobs before graduation. The fact that girls had been more successful than boys is traceable to the fact that about three-fourths of the jobs which the girls accepted were teaching positions. These positions are normally contracted for before graduation. The colleges which graduated high proportions of persons who were prepared for teaching showed high percentages of job placement at graduation. For example, seven out of ten girls and three out of ten boys who were entering employment after graduation from State Colleges entered teaching positions; and eight out of ten girls graduating from the private colleges who entered employment took teaching positions.

A study of the graduates from different courses at the University of Wisconsin shows some interesting differences in the success with which they had secured employment before graduation.

TABLE 41. PER CENT OF UNIVERSITY OF WISCONSIN GRADUATES WHO HAD SECURED JOBS AT GRADUATION
(By College and Course)

	B O Y S			G I R L S		
	Number of Graduates	Had Jobs	Seeking Jobs	Number of Graduates	Had Jobs	Seeking Jobs
Agriculture	81	28%	12%	--	--	--
Commerce	225	55%	18%	19	64%	32%
Education*	78	40%	30%	284	65%	8%
Engineering	254	80%	2%	--	--	--
Home Economics	--	--	--	67	57%	21%
Letters and Science						
Humanities	45	16%	20%	83	23%	30%
Biological Science	76	4%	4%	36	30%	50%
Physical Science	66	29%	9%	11	43%	9%
Social Science	229	30%	17%	81	27%	30%
Nursing	--	--	--	14	50%	14%
Pharmacy	55	78% ^{**}	5%	10	50%	10%

* These include students who majored in non-teaching majors such as applied art, occupational therapy and recreation. Of those prepared for teaching in elementary and secondary school, 40% of the boys and 70% of the girls had secured teaching positions; 30% of the boys and 15% of the girls were seeking jobs.

** Includes internships.

Table 41 shows that, in general, much larger proportions of the graduates who had prepared in courses which have specific occupational objectives, particularly commerce, engineering and teaching, had secured jobs before graduation from college. It will be shown later, however, that larger proportions of liberal arts majors, particularly in the humanities and sciences, are continuing to graduate or professional schools.

b. Those who were seeking jobs. Many of the graduates reported that negotiations for positions were still under way at graduation, so the per cent of those holding jobs by mid-summer would be much higher than shown in Tables 40 and 41. Larger proportions of graduates with liberal arts majors, other than those in economics and science, however, indicated that they were seeking jobs. This per cent was highest for girl graduates, although larger per cents

of boys who had majored in the humanities or in other non-occupationally related majors, also had not secured jobs at graduation.

c. Those who were continuing their education. Two hundred forty-nine boys and ninety girls planned to continue their studies in graduate, medical, law, or theological schools. These numbers are one out of about five boys, and one out of twenty girls. Of those continuing to advanced studies, 203 had received either scholarship or fellowship awards or appointments to assistantship. This number is 31% of all graduates continuing to advanced studies.

BOYS

TABLE 12. NUMBER AND PER CENT OF UNIVERSITY OF WISCONSIN GRADUATES WHO WERE CONTINUING TO ADVANCED STUDIES (FULL-TIME): AND THOSE WHO HAD ASSISTANTSHIPS AND FELLOWSHIPS (By College and Course)

	CONTINUING		ASS'T OR FELLOWSHIP	
	Number	Per cent*	Number	Per cent**
Agriculture	15	18%	12	80%
Commerce	24	11%	6	25%
Education	13	17%	4	36%
Engineering	34	14%	22	65%
Home Economics	--	--	--	--
Letters and Science				
Humanities	16	35%	3	19%
Biological Science	62***	50%	9	15%
Physical Science	35	53%	18	51%
Social Science	72	31%	19	26%
Nursing	--	--	--	--
Pharmacy	5	9%	2	40%

* Per cent of graduates in school or college.

** Per cent of those continuing to advanced studies.

*** Includes 48 who were continuing to Medical School.

G I R L S

TABLE 42. NUMBER AND PER CENT OF UNIVERSITY OF WISCONSIN GRADUATES WHO WERE CONTINUING TO ADVANCED STUDIES (FULL-TIME): AND THOSE WHO HAD ASSISTANTSHIPS AND FELLOWSHIPS (By College and Course)

	CONTINUING		ASS'T OR FELLOWSHIP	
	Number	Per cent*	Number	Per cent**
Agriculture	--	--	--	--
Commerce	--	--	--	--
Education	10	.7%	5	50%
Engineering	--	--	--	--
Home Economics	4	.4%	None	None
Letters and Science				
Humanities	10	11%	4	40%
Biological Science	4	11%	2	50%
Physical Science	3	27%	2	67%
Social Science	13	15%	7	55%
Nursing	None	--	None	--
Pharmacy	None	--	None	--

* Per cent of graduates in school or college.

** Per cent of those continuing to advanced studies.

Table 42 shows that higher per cents of University graduates who major in the liberal arts courses continue to graduate and professional schools than do graduates of courses which have a specific occupational purpose. As previously noted, higher proportions of the graduates of occupationally related courses enter jobs immediately.

Much higher per cents of the graduates of courses in physical sciences, engineering, and agriculture receive assistantships or fellowships than do graduates in other fields. These facts reflect the fact that research funds being supplied to these endeavors is comparatively large. The boys furnished 34% and the girls 43% of all of this class who were graduated with honors. Of those who had been awarded fellowships or assistantships for advance studies, 51% of the boys and 80% of the girls had graduated with honors.

The per cents of the graduates who will eventually continue to advanced studies is considerably larger than these figures show. Many graduates, both

boys and girls, indicated their plans to attend graduate school either part-time or at a later date. Many graduates entering military service stated this intention, and many graduates entering jobs in cities where graduate schools are located were planning to attend these schools part-time.

d. Boys who entered military service. One out of seven boys graduating in all colleges of the state were entering military service soon after graduation. These were primarily composed of boys who had accepted commissions after completing training in the ROTC. Other boys decided to meet obligations of military service before accepting jobs. There was no pronounced difference among the graduates of the different schools in these decisions.

e. Girls who were becoming home-makers. The per cents shown in Table 1 refer to girls who indicated no other plan than to be married and establish a home. Some girls who had accepted positions, or were continuing to advanced studies, indicated that they were planning to be married soon after graduation.

The proportion of girls who were not planning anything but home-making were drawn fairly equally from majors in the liberal arts, education, and home economics.

N.B. A separate study showing the starting salaries and the jobs which the graduates were entering may be obtained by writing to Joint Staff, Coordinating Committee for Higher Education in Wisconsin, 714 State Office Building, Madison, Wisconsin.

PART G.

THE PERSISTENCE OF HIGH ABILITY STUDENTS IN A STATE UNIVERSITY

In the earlier parts of this study, attention was directed at learning whether high school graduates of high scholastic promise were continuing their education or training. It is equally pertinent to know whether the graduates of high promise who do go to college complete a degree. A follow-up of the college-going students of high scholastic promise who were a part of this study is a project which has been started, and will be reported at a later date.

Because information at hand about the 1957 graduates of the University of Wisconsin was available (see Part F) an exploratory study was made of the persistence of high ability students at the University. This study compares the 1957 graduating seniors with the entering freshmen of 1953, using the measures of high school rank and score on the mental ability test which were used in the other parts of this study. The use of these measures has the practical advantage of giving high school counselors comparative information about high school graduates, university freshmen, and university graduates.

The students used in this study are the graduates of Wisconsin high schools who entered the University as beginning freshmen in the Fall term, 1953. The number totalled 1949. Of this group, 766 had graduated at the end of four academic years (Spring, 1957). Of these, 181 had, by attending summer sessions, accelerated their progress toward the degree, and 585 graduated at the end of the Spring term, 1957. This information shows that 39% of these Wisconsin high school seniors who entered the University received bachelors degrees within the course of four academic years. An additional 285 students from the 1953 entering group were still enrolled in the University but had not completed their degree requirements. The total holding power of the University with this group of entering freshmen was 54%.

TABLE 43. MENTAL ABILITY AND SCHOLASTIC ACHIEVEMENT OF UNIVERSITY FRESHMEN (Graduates of Wisconsin High Schools)

MENTAL ABILITY TEST *			
Decile	N	Decile	N
90-9	479	40-9	86
80-9	241	30-9	70
70-9	213	20-9	47
60-9	144	10-9	17
50-9	112	0-9	7
	1179 (84%)		227 (16%)

RANK IN CLASS *			
90-9	508	40-9	109
80-9	354	30-9	92
70-9	259	20-9	70
60-9	234	10-9	39
50-9	159	0-9	34
	1514 (82%)		344 (18%)

* Test scores and ranks were not available on all students.

As shown in Table 43, freshmen who enter the University find themselves with a group of students who have much higher scholastic aptitude and achievement than did the high school classes from which they graduated. A freshman who, upon these measures, had ranked at the 70 percentile (better than 70%) of his classmates in high school finds himself surpassed in class rank by 60% of his classmates as a University freshman; and in mental test score, by 64%. The high scholastic aptitude of the University freshmen is further stated by the fact that the median (50 percentile) university freshmen tests at the 62 percentile on the college norms of American Council Psychological Examination.*

* This information was supplied by the Student Counselling Center, University of Wisconsin, which administered the ACE to all University freshmen.

The focus of this study, however, is upon the persistence of the high ranking students toward college degrees. How many of them complete degrees? What part of them go to graduate or professional schools? How many transfer to other schools? Do any of them encounter scholastic difficulty?

The story of the 1953 freshman class, and the high ranking students in it, gives interesting answers to these questions.

The High Ability Youth Who Did Not Graduate

As shown in Table 44, the loss of students who had ranked in the top 30% of their classes in mental ability or scholastic achievement in high school was much less than in the lower segments of this group of freshmen. A 34% loss from high ranking graduates, however, is considerable. In terms of manpower loss, the number of persons lost from the top 30% is larger than the total group lost from the lower 70% of the class.

TABLE 44. ANALYSIS OF FRESHMEN WHO DID NOT PERSIST.

A. MENTAL ABILITY			
	Top 30%	Middle 30%	Low 30%
No. of freshmen, 1953	(933)	(392)	(81)
No. of graduates, 1957	472	117	11
No. still enrolled	<u>141</u>	<u>51</u>	<u>7</u>
Total No. who persisted	613	168	18
Net loss	320 (34%)	224 (57%)	63 (78%)
<u>Analysis of Loss</u>			
No. who transferred	66	29	1
No. who withdrew	139	103	26
No. who were dropped	<u>115</u>	<u>111</u>	<u>26</u>
Net loss	320	243	53

(Table 44, Part B., continued next page.)

TABLE 44. ANALYSIS OF FRESHMEN WHO DID NOT PERSIST. (Continued)

B. RANK IN CLASS			
	Top 30%	Middle 30%	Low 30%
No. of freshmen, 1953	(1121)	(594)	(143)
No. of graduates, 1957	560	151	14
No. still enrolled	<u>143</u>	<u>85</u>	<u>17</u>
Total No. who persisted	703	236	31
Net loss	418 (37%)	358 (60%)	112 (78%)
<u>Analysis of Loss</u>			
No. who transferred	91	32	3
No. who withdrew	227	144	38
No. who were dropped	<u>100</u>	<u>182</u>	<u>71</u>
Net loss	418	358	112

The analysis of the loss shows that one-fourth of the students in the top 30% in mental ability or class rank had been dropped by the University because of scholastic deficiency. In addition to those who had been dropped from this group, more than one-third of this group had at some time in their university attendance been placed upon probation for scholastic deficiency. This means that about one-half of this group of top-ranking freshman had experienced scholastic difficulty during one or more terms of their university studies. Of 294 students who transferred to other institutions, 159 (54%) were students who had been placed on probation or had been dropped by the University because of scholastic deficiencies. Of those who withdrew voluntarily, at least one-third had been on scholastic probation previous to their withdrawal.

A further inquiry dealt with the "top $\frac{1}{4}$ " as used in the earlier part of the study -- students who rank in the top $\frac{1}{4}$ in both class rank and mental test score. Table 45 shows the progress of this special group, showing also their plans to continue their studies in graduate or professional schools.

TABLE 45. PERSISTENCE OF "TOP $\frac{1}{4}$ " IN A STATE UNIVERSITY.

No. who enrolled in Fall, 1953, as freshmen	566	
No. who graduated in Spring, 1957	257	
No. who graduated earlier	64	
No. who were still enrolled but not graduated	<u>90</u>	
Total No. who persisted	411	(73% of 1953 freshmen)
No. who were graduated with honors	81	
No. who were continuing to graduate school	61	
<u>Analysis of Loss</u>		
No. who were dropped	66	
No. who withdrew voluntarily	47	
No. who transferred	<u>42</u>	
Net Loss	155	(27% of 1953 freshmen)
No. who have been on scholastic probation	201	(35% of 1953 freshmen)

Scores on mental ability test and class rank were available for only 1,381 (or 71%) of the 1,949 entering freshmen. The numbers in this table therefore underestimate the actual numbers of these students by about the same amount. When these numbers are corrected for this underestimate, it is found that this "top $\frac{1}{4}$ " group provided (1) the majority of those who graduated four years later; (2) five out of six of those who graduated with honors; and (3) four out of five of those who continue immediately to advanced studies in graduate or professional schools.

As also shown in Table 45, however, some of these "top $\frac{1}{4}$ " have scholastic difficulties. One out of five of this group who had persisted to graduation had experienced scholastic probation. Of the total group in the "top $\frac{1}{4}$ ", one out of three had been placed upon scholastic probation at some time during his stay in the University. In comparison, more than

one-half (51%) of all the freshmen who entered the University in the Fall of 1953 were placed upon scholastic probation at some time during their university attendance.

Losses occurred at all stages of progress toward the degree. This is indicated by the continuing enrollment of these students in each year following their graduation, as follows: Fall, 1953 -- 570; Fall, 1954 -- 504; Fall, 1955 -- 447; Fall, 1956 -- 413. Of the 157 who did not persist, 83 had experienced scholastic probation, including 40 who had been dropped.

The evidence is clear that the road to a degree at the University has many bumps for the majority of students and that casualties occur among a sizeable number of students who have high scholastic aptitude and superior records in high school.

The question is, "Why do some students with high scholastic promise move smoothly through to their degrees, many graduating with honors, while others meet difficulty, disappointment and defeat?" A search for the explanation of the circumstances which surround these differences will be the subject of a continuing study.

Study was made to determine whether the 1953 freshmen and 1957 graduates differed in the occupational backgrounds of their fathers, or in the size of the high schools from which they graduated. As shown in Table 46, the occupations of the parents of the entering 1953 freshmen and of the 1957 graduating class showed no substantial differences. (See Table 46).

TABLE 46. OCCUPATIONS OF FATHERS OF 1953 FRESHMEN AND 1957 GRADUATES *

OCCUPATIONS	1953 FRESHMEN	1957 GRADUATES
Professional	21%	26%
Managerial and Official	26%	22%
Clerical and Sales	13%	13%
Service and semi-skilled	11%	12%
Skilled	12%	13%
Agricultural	10%	9%
Not reported	7%	5%
	100%	100%

* This table cannot be directly compared with occupational tables in previous parts of this study because of differences in the occupational classifications.

No important differences were found in the yields of graduates from

students who had attended large compared with small high schools. (See Table 47).

TABLE 47. THE 1953 FRESHMEN AND 1957 GRADUATES FROM HIGH SCHOOLS OF DIFFERENT SIZE

SIZE OF SCHOOL	N	1953 FRESHMEN	N	1957 GRADUATES
Fewer than 79 graduates	552	29%	184	24%
80 to 146 graduates	442	23%	194	25%
147 to 290 graduates	347	23%	197	26%
More than 291 graduates	476	25%	194	25%

Observe that each of the groups of schools contributed almost identical numbers of graduates. The smallest group of schools shows the smallest yield, but this evidence indicates that the students from small schools persist in university studies almost as well as do students who have come from the largest high schools. This corroborates evidence in the earlier parts of this study that the characteristics of the students, and the background of the parents weigh heavier than the mere size of the school he attends.

Persistence of Freshmen Who Enrolled in Engineering

Because of the present interest in increasing the number and improving the quality of engineers in this country, an exploratory study was made of the enrollment of entering freshmen in the College of Engineering and their persistence in university studies.

Of all the freshmen men who were graduates of Wisconsin high schools, and who first entered the University of Wisconsin in the Fall term, 1953, 34% entered the College of Engineering. This concentration in Engineering courses has increased since 1953. In the Fall term, 1957, 38% of the new freshmen enrolled in the College of Engineering.

Of 412 men from this group who entered engineering courses in Fall, 1953, 116, or 28%, were members of the class which graduated in Spring, 1957. When the number who had graduated earlier, or who were still enrolled is added to this group, it was found that 266 or 64% had persisted in university studies. This is a persistence ratio considerably higher than the 50% of all university students. (The persistence rate of men only in the whole freshman class was 47%).

Not all of these freshmen who entered the College of Engineering, however, completed degrees in engineering courses. About one out of four (22%) freshmen men who had entered the College of Engineering and who were members of the 1957 graduating class had transferred to other schools or colleges and graduated from other courses. One-half of these graduated from the School of Commerce, and the others from the College of Letters and Science, with the exception of one, who graduated from the College of Agriculture.

Therefore, the persistence rate described above is the persistence rate of students who began their studies in the College of Engineering. It is not the persistence rate of students within the College of Engineering.

In terms of quality of students entering the College of Engineering in 1953, 145 out of the 412 (35%) entering freshmen belonged to the "top 1/4" group. This was higher than the university average. This high potential group provided more than 80% of the engineers who graduated in the Spring, 1957.

Many students entering engineering also had scholastic difficulties. Of the 412 entering freshmen, 37% withdrew from the University. About three out of five of those withdrawing students had been dropped for scholastic deficiency, and most of the others had suffered scholastic probation. About one out of ten of the graduates had been on scholastic probation at some time in his university attendance. Ten per cent of the freshmen who were in the "top 1/4" group were dropped because of scholastic deficiency.

On the whole, however, the loss of high ability students from the group who entered engineering courses as freshmen was smaller than from the men students as a whole. Most of the engineering group had definite occupational motivation as evidenced by their initial election to enter the College of Engineering plus the election by one-half of those who transferred to other courses within the University to enter the School of Commerce. The effect of specific occupational motivation upon persistence in studies is worthy of further exploration.

The Effect of Certain Suggested Admission Standards

It is urged by some that colleges and universities increase their standards of admission as a means of reducing the proportion of students who enter college without strong likelihood of success in college studies. The data revealed in this study show that a larger proportion of the students who enter the University do not complete degrees; and that many of them, including those who graduate, have periods of difficulty with university studies. The informa-

tion shows, also, that the majority of students who enter the university have had much better than average success in high school studies. Despite relatively liberal admission standards, the University has been drawing a freshman student body which comes predominantly from the best one-third of the high school graduates, upon measures of scholastic aptitude and achievement.

It was decided to test what would have been the effect of an admission policy which would have restricted admission to the University to high school graduates who had ranked in the top 30% of high school seniors upon the mental ability test administered in high schools.

The test was to determine how many of the students who graduated from the University in Spring, 1957, would have been admitted to the University under this restriction.

The result was: 125, or 21%, of the university graduates of Spring, 1957, had ranked lower than the top 30% of the high school seniors upon a mental ability test.

If admission had been restricted to those who ranked in the top 40% of their classes in scholastic performance in high school, the result would have been: 57 students who graduated would not have been admitted. This is 10% of the students who graduated in Spring, 1957.

If admission had been prohibited to those who scored in the lower 30% upon the psychological examination administered to entering freshmen, the result would have been: 123 students who graduated would not have been admitted. This is 21% of the students who graduated in Spring, 1957.

All schools and colleges in the University had some of these students among their graduates. These graduates included persons prepared to be engineers, accountants, agriculturists, nurses, teachers, pharmacists, journalists, musicians, and others. Each of the groups contained some students who graduated with honors.

If the standard of requiring a student to rank in the top 40% were applied (this is the standard of the three above which would have rejected the smallest number of graduates) had been applied to the 1953 entering freshmen, 503 (or 27%) would not have been admitted. Of these 57 (or 11%) were students who persisted to graduation. Since sex differences are stronger in scholastic achievement in high school, this fact would need to be considered in addition.

At best, standards of admission based upon measures such as these

tested here are imperfect if the purpose is to select students who will persist to graduation. They select many students who do not persist; they reject a substantial number who do persist. While the evidence is clear that high mental test score plus high achievement in high school studies are very strong predictors of college persistence, individual differences among students of equal promise, in terms of these factors, are also strong. This says nothing of the differences in quality of performance -- creativity, productivity, ingenuity, and intellectual power.

There may be more pay dirt in refining the educational process for the very able students who are coming to college than in applying finer screens to the group who are coming -- at least until better types of screens are invented.

Who Goes to Graduate School?

Just as it is important to have the most promising high school graduates continue to college, it is essential that enough high ability college graduates continue to advanced studies. From such persons come the specialists of every kind who are becoming increasingly needed in a world which is growing more technical and complex.

Facts about the number of Wisconsin college graduates who plan to continue studies in graduate and professional schools and the fields of their specialization were presented in Part F. This section presents some facts about the quality of the 1957 graduates of the University who were planning to attend graduate or professional schools. These students are compared with the 1953 entering freshmen, and the 1957 graduating class as a whole upon the American Council Psychological Examination.

TABLE 48. QUALITY OF STUDENTS GOING TO GRADUATE SCHOOLS

AMERICAN COUNCIL EXAMINATION	1953 FRESHMEN	1957 GRADUATES	GRADUATE SCHOOL
Decile	%	%	%
90	9	14	19
80	9	11	18
70	7 (25%)	14 (39%)	8 (45%)
60	11	13	11
50	10	10	12
40	10	9	7
30	10	7	5
20	10	13	6
10	11	5	7
0	13	4	6

The significant part of this information is the increasing proportion of high-ranking students who are continuing their studies. Of the group going on to graduate school about one-third were composed of students who had graduated with honors. Of the "top 1/4" group who were 1957 graduates, 60% were continuing their studies. This trend is reassuring to those concerned with the development of highly qualified persons in all needed directions, but there should be no complacency over the still heavy attrition in this "pool" of persons of high potential usefulness.

Quality of Students at Public and Private Colleges

It is sometimes asserted that the student bodies of colleges and universities, particularly state-supported institutions, are of mediocre quality because they must admit graduates of their public high schools regardless of the student's basic qualifications. Certain facts available in Wisconsin question this assumption. Table 49 shows the rank in graduating class of all freshmen entering the colleges of the state of Wisconsin in Fall, 1956. Using scholastic achievement in high school as an index of the quality of Wisconsin's college freshmen, the student bodies of the publicly-controlled and privately-controlled colleges and universities look very much alike.

As shown in Table 43, the freshmen students who enter the University have higher ranks than the average ranks of either group of Wisconsin's colleges.

TABLE 49. SCHOLASTIC RANK OF STUDENTS WHO ENTER
WISCONSIN'S PUBLIC AND PRIVATE COLLEGES

RANK IN CLASS	ALL PUBLIC COLLEGES %	PRIVATE COLLEGES %
90 - 99	19	23
80 - 89	16	18
70 - 79	14	14
60 - 69	12	12
50 - 59	11	10
40 - 49	9	8
30 - 39	8	6
20 - 29	6	4
10 - 19	4	3
0 - 9	2	2

The facts presented in this part of the study show that the University draws a student body the greater part of which has had much better than average success in high school studies. On abilities measured by mental tests, the majority score above the average of students attending American colleges. In terms of the problem of increasing the number and quality of highly able scientists, engineers and professional personnel, the facts presented here about the "loss" of high ability freshmen who enter college also deserves attention. The "top $\frac{1}{4}$ " group used in this study represents an important "pool" of potential abilities. The extent to which this group is continuing its studies at advanced level is heartening. There is need, however, to reduce the attrition at all stages. There is as much need to cultivate as to cull the youth who are attending college.

SUMMARY AND CONCLUSIONS

SUMMARY

This state-wide inquiry aimed to provide comprehensive information is about the plans of Wisconsin youth for education beyond high school. The study was directed at both high school and college graduates in Wisconsin who graduated at the end of the Spring term, 1957. Over 90% of all high school and college graduates completed forms which told of their plans beyond high school or college, respectively. The high school graduates also furnished information about their parents, school experiences, financial status, and opinions about the value of a college education. The college graduates told of their jobs, location of jobs, starting salary, and whether they were continuing to graduate school.

In the Fall, 1957, a follow-up inquiry was made of the parents of a representative sample of the high school graduates to determine whether the graduates had followed through with the plans which they had indicated in the Spring, and to inquire into the attitudes of the parents toward the desirability of a college education for their sons or daughters and toward college education in general.

In early 1958, a follow-up inquiry was also made of the high ability graduates who had indicated that they did not plan to go to a degree-granting college. This query was made to learn what these promising youth were then doing, whether they were satisfied with what they were doing, and what their attitudes about college education then were.

The collection of this data provided a mine of information for study of the state-wide flow of high school graduates toward and through college and on into graduate studies and the occupational world. Analysis of this information has outlined the dimensions of the problem of providing educational opportunities beyond high school needed by the high school graduates of a Midwestern state. The analysis of interrelationships of the many items of information is yielding clues to circumstances and situations which influenced the decisions of youth about continuing their education beyond high school.

Special attention was given to the plans of youth who had high potential for advanced training and education. This focus of the study does not imply, however, that important contributions to society will not be made by

persons other than those who attend college. A follow-up of high ability graduates who did not attend college was made, but several years must elapse before the eventual accomplishments of such persons will be known.

The following statements highlight the findings of this study.

The Plans of the Graduates

1. About one-half of Wisconsin's 1957 high school graduates were continuing to some type of education beyond high school. About two out of three of those continuing were going to a degree-granting college.
2. Three out of five graduates who planned to go to college were boys. Although as many girls as boys were planning to continue schooling, more girls were attending schools other than degree-granting colleges.
3. Occupational objectives were prominent among the college-going graduates: for boys, engineering and business administration courses were most popular; for girls, teaching and nursing.
4. About one out of five of the graduates were planning to attend schools or colleges outside Wisconsin. Of those planning to attend Wisconsin colleges, almost two out of three were planning to attend state-supported institutions.

The Characteristics of Continuing and Non-Continuing Graduates

1. The college-going graduates characteristically came from students who ranked in the top one-third of their high school classes in scholastic achievement and on mental ability test scores.
2. The girls and boys scored alike on mental ability tests, but girls outperformed boys in high school studies. More than twice as many girls scored in the top 20% of their classes than did boys. In fact, 60% of the boys ranked in the lower one-half of their classes.
3. Graduates whose fathers were in professional or executive positions planned in much greater than average numbers to go to college. Children of farmers or factory workers planned in much fewer than average numbers to go to college. But these differences narrowed when the parents of the children had equivalent educational backgrounds.

4. The extent of the education of the parents appeared to have a stronger influence upon the decisions of their children than the occupation of the parents. College-going among the graduates stepped up markedly with each increase in the educational attainment of the parents.
5. Approximately one-half of the fathers and mothers of the graduates were not themselves high school graduates. In fact, about one-third of the parents had not even attended high school. Less than 10% of the parents were college graduates.
6. Small high schools yielded smaller per cents of college-going graduates than large high schools; but when occupational and educational backgrounds of the parents, and the location of colleges are considered, the difference in mere size of school did not appear to be significant.
7. Lack of financial means is a significant and deciding factor among individuals who wanted to but did not attend college; but sizeable numbers who reported being able to finance a college education were not making plans to attend. This was true even among youth who had superior high school achievement.
8. Over one-third of the boy graduates planning to attend college expected to contribute more than \$500 toward their first year's college expenses by summer earnings and part-time work while attending school. Only 10% of the girls expected to provide this much. This may explain in part the difference in number of boys and girls who attend college, but many girls and their parents feel that college education is not as important for girls as for boys.
9. About one-third of the graduates expressed a willingness to borrow money for their college expenses if they could pay it back on the installment plan after graduation. The willingness to borrow increased significantly among graduates who had made superior high school records, the majority of whom said they would borrow. This willingness was much more frequently expressed by boys than by girls.
10. About one-fourth of all the graduates said they had never considered attending college; and four out of five of these said

they would not consider it even if they had the money. This rejection of college-going was found in a lesser degree among high ability graduates.

11. Parents were credited by the graduates with stronger influence than teachers or counselors upon the plans beyond high school. Teachers were credited with stronger influence by college-going graduates than by those getting jobs or attending other types of schools.
12. Graduates who were not going to college reported much less frequently than college-going graduates that their parents wanted them to attend college. Many reported an attitude of "don't care." Practically all parents of college-going youth want them to go. Very few parents were reported as opposing college attendance.
13. The great majority of the graduates were planning to do what their friends were doing. This influence was strong regardless of the plan of the graduate, but strongest among the college-going graduates.
14. The college-going graduates had found greater satisfaction with their high school studies than their classmates who had other plans. Nine out of ten graduates who said that high school studies were uninteresting were not continuing education beyond high school.
15. About two out of five graduates did not take a college preparatory course in high school. Some of these had plans to attend college.
16. Graduates who were planning to go to college believed that they needed to learn more than they knew, and that this knowledge would be useful to society, and that better pay would result. Those who were not going to college believed that it was important to start earning money quickly, learn on the job, and that success would come from personal ability and good work.

The Survey of the Parents

1. The parents reported that 81 times out of 100 their children were doing what they had planned to do in the Spring. Of those who had planned to attend college, 90% were attending college.

2. Some graduates who had not planned to attend college actually did so. When this number was added to the others, the total number of college-attending graduates was 97% of the number who had planned to attend.
3. The parents voted overwhelmingly (88%) that they wanted their children to continue their schooling regardless of what their sons or daughters were actually doing.
4. "Lack of money" or "lack of interest in school" topped the reasons given by parents for their children not continuing school.
5. The number of graduates going to college in Fall, 1957, was short of the number who will eventually attend. About ten per cent of the boys entering military service indicated an intention to attend college afterward. Between 10% and 15% of the parents indicated that their sons or daughters would attend college later.
6. Parents who did not want their sons or daughters to attend college emphasized need of help or income for the family, and lack of interest in or ability for college studies upon the part of their children.
7. The parents strongly support the belief that too many capable young people who should go to college are not able to do so; and they disagree with the belief that too many young people are going to college who should not. They further believe that a college education is worth making a financial sacrifice to obtain.

The Plans of Graduates with High Scholastic Promise

1. Girls outnumbered boys 2 to 1 in rank in scholastic achievement among those in the top 25% of their graduating classes. When the graduates were required to be in the top 25% in class rank and on a mental ability test, this ratio became 3-2 in favor of the girls. This "top $\frac{1}{4}$ " on both provided an important "pool" of potential college graduates.
2. A majority of the boys and girls who ranked in the "top $\frac{1}{4}$ " planned to attend college regardless of the occupation or amount of education of the parent.
3. If the parents had attended college the children of farmers planned to attend college as frequently did children of executive

and professional men.

4. College-going in this group increased markedly if either parent had attended college, and still more if both had attended. There was a suggestion that college attendance by the mother may be more influential upon the decision of the children than college attendance by the father.
5. Of those of this group who did not go to college, one in eleven said he would not have gone if he had the money.
6. Those who were not going to college had been identified less frequently as showing unusual achievement in some special field than had their classmates of same ability who were going to college.
7. Evidence of lack of financial means was much stronger among the group who were not attending college; but fewer showed willingness to borrow.
8. The great majority of the boys in this group had aspirations to become professional or executive men. Those not going to college, however, were headed toward the skilled trades and occupations.

Promising Youth Who Did Not Attend College

1. A great majority of the high ability graduates, both men and women, who did not attend college were, seven months later, employed in full-time jobs (76% of the girls; 93% of the boys). The jobs of the girls were predominantly clerical; of the boys, semi-skilled or manual work.
2. Many of these graduates were attending a college or a vocational or trade school on a part-time basis. Others were attending full-time. Most frequently, boys attending non-degree schools were enrolled in engineering or technical training programs; girls, in nurses training programs.
3. Most of the boys (55%) in this group expressed dissatisfaction with their future in their present jobs, and expected to get further training or education. A much smaller part of the girls expressed a similar dissatisfaction; in fact, 75% said that they were satisfied with their work. From one-third to one-half of these graduates said that they would get a college education if they could have financial assistance. A smaller per cent of these graduates than of the college-going graduates had applied

for scholarships. From 10% to 15% of them, however, had received scholarships, but did not make use of them.

The Plans of the College Graduates

1. One-half of Wisconsin's college graduates of the Spring, 1957, moved immediately into jobs which they had secured previous to graduation. Others (15%) had not yet accepted positions.
2. One out of seven graduates were planning to continue their studies in graduate, professional, or theological schools.
3. One out of seven men graduates was entering military service; most of them were from ROTC programs.
4. One out of eleven women graduates had chosen marriage and house-making as her immediate career.
5. There was little difference among the graduates of the several types of colleges in their success in getting jobs, or in starting salaries upon their jobs.
6. Engineers, commerce graduates, and others who had majored in courses stressing occupational objectives had greatest success in finding jobs early, and in landing jobs with better than average starting salaries.
7. About 20% of the graduating men were moving to advanced studies and only about 5% of the women. About one-third of these continuing students had received appointments to scholarships, fellowships or assistantships at their universities which they had elected to attend.
8. Graduates from liberal arts colleges formed the larger part of those who continued to advanced studies. Majors in science, agriculture, and engineering received most of the appointments to scholarships, fellowships, or assistantships.
9. Some of the men who entered military service planned to enter graduate studies afterward. Some of those taking jobs expected to begin graduate work part-time. Hence, the per cent of the men graduates who will eventually continue to advanced studies may eventually approach between 25% and 30%.

The Persistence of High Ability Students in a University

1. A high school senior who ranked better than 70% of his classmates is surpassed by three out of five of the freshmen who enter the state university.

2. One-third of the students who entered the university from Wisconsin high schools in Fall, 1913, who ranked in the top 30% of their high school classes did not complete degrees at the University. About one-fourth of this group had been dropped for scholastic deficiency.
3. Freshman students who ranked in the "top 1%", as used in this study, provided the majority of those who graduated four years later, and still heavier proportions of those who were graduated with honors, or who continued to advanced work beyond college.
4. Students who entered from small high schools persisted in their studies almost as frequently as students from large high schools.
5. Students who entered the College of Engineering persisted in greater proportions than the average; but not all of these persisting students remained in the College of Engineering.
6. The application of certain higher standards of admission, in terms of class rank or mental test score, could have eliminated sizeable numbers of students who graduated, some with honors.

CONCLUSIONS

1. High school graduation is fast becoming just a whistle station on the educational journey of the majority of Wisconsin's youth. There is a strong and persistent move toward testing and education beyond high school. This trend is fed by the increasingly technical demands of the work-world, the specialized training programs of the armed services, and by the increasing level of general education of the parents.

2. The drive toward more education has strong occupational and utilitarian motives. Going to college as a means to improve socio-economic status still dominates the purposes of most college-going youth and the parents who send them. Children of parents who have attended college more frequently emphasize values of the personal satisfactions and enjoyment which come from knowledge itself.

3. An important factor producing increased enrollments in schools and colleges beyond high school is the increasing level of education of parents. Only one-half of the parents of the graduates of this study were high school

graduates. This proportion will be increasing rapidly, and larger parts of them will have attended college. Very few children of parents who have attended college do not also plan to attend college. This fact needs consideration in estimating future college enrollments. It is an inflationary trend sometimes overlooked because of preoccupation with enrollment growth caused by the rapid increases in the birth-rate.

4. In general, the majority of college-going students in Wisconsin are boys and girls who have excelled two-thirds of their classmates in scholastic aptitude and achievement. The great majority of students who did not find high school studies interesting do not want to continue studies at an advanced level. Some of those who have not enjoyed high school studies, but who do continue are sons and daughters of parents who have attended college, or who very much want their children to have social and economic advantages which they believe going to college will bring.

5. Students who go to college find themselves in a much tougher scholastic competition in their freshman classes than they did as seniors in high school. At the high-ability level, scholastic competition among students who have enjoyed high school records are as great in number as those who had less than average records; the quality ratio, however, was much higher in the lower ability group.

The greatest emphasis upon providing better counseling, teaching and stimulating the student of high ability is needed at both high school and college levels.

6. Students who rank in the "top 1/4" of their classes in both class rank and mental ability test score are the "pool of high potential" from which comes a high per cent of students who will distinguish themselves in college studies and continue to graduate work. Use of the combination of the two standards helps to even out differences in high school achievement, and yields higher percentages of students who persist, graduate with honors, and attend graduate school than the use of either measure alone.

7. Increasing standards of education by raising the cut-off scores on rank in class or mental test has only hazards -- both because of the imperfections inherent in these measures, and because of other characteristics of human beings which are also important in determining ultimate human achievement.

and effectiveness.

It is important that students who go to college be qualified and well-prepared, and that more of them than at present find satisfaction with their college studies. If the facts of this study are typical, attention needs to be directed as much to the improvement of teaching and counseling in colleges and high schools as to the raising of admission standards of the type presently used. The need to retain high ability students after they have entered college is as important as the effort to assure that they have the chance to attend.

8. Almost four out of five boys of high scholastic promise in Wisconsin go to college immediately after high school. Others will join them later, after military service, or after earning money to help pay their way.

9. The failure of many girls of exceptional promise to go to college, their attitude that college education is not important for girls (a viewpoint shared by many of their parents), and their greater problem in helping themselves through work -- all reflect an unfortunate cultural lag in appreciation of the human resource and worth of girls and women.

10. Lack of money is the major deterrent expressed by from one-third to one-half of the high ability graduates who were not going to college, and their parents. Many of the others did not have great desire for more schooling -- at least of the college type. The data suggest that programs of financial assistance do not have to be massive in scope or amount to be effective in attracting capable youth to college.

11. There is evidence that sizable numbers of capable youth who want to go to college would take advantage of a loan plan which would permit them to borrow for their educational expenses and pay back on an installment plan after graduation.

12. Counseling and informative programs directed at identifying, encouraging and enabling promising youth to continue their schooling will need to reach parents as well as the youth. This is a program which needs to be the concern of local communities, and not left to agencies which colleges and universities alone can make. The major objective should be that able youth do not, because of lack of information, proper counsel, or needed encouragement, undervalue their worth, and close the door to a greater future for themselves and for society.

13. More attention should be directed toward youth who have special talents, skills or promise in fields which do not always come to the attention of teachers. Teachers typically know more about colleges than they do about the whole occupational world. They identify and best encourage those who have interest and aptitude in learning from books. Sometimes the clues to the driving force and ability of youth is off-stage from the school -- in a shop, with his hobby, on a part-time job, or in some activity of the community. It is possible that when persons have the basic scholastic aptitude and interest of the average college graduate, other personal characteristics become more significant than increased levels of measured intelligence, or higher scholarship averages.

14. The drop-out rate of high ability students who attend the University indicates that this escape of human ability needs also to be reduced. Special attention also needs to be given to the qualitative differences that exist between students of equally high scholastic performance at the college level. Schools, colleges and universities reward good learners. This it is their business to do. Excellent learners, however, vary in their creativity, productivity or experience in use of their knowledge. The early identification of the excellent learner who has a plus factor in the direction of creativity or productivity is needed.

15. A survey of high school graduates in April and May to learn their plans about attending college furnishes a usable record of college enrollments in the state and their distribution among the state's colleges.

The findings of this study are in essential agreement with those reported by Bertie and Cole about the per cent of loss of high ability youth between high school and graduation. This study, however, points up the important difference between the number of scholastically talented boys who go to college and the number of scholastically talented girls. The Wisconsin data indicate that the actual loss of boys who ranked in the top $\frac{1}{4}$ of their classes in both scholastic achievement and mental test score was not over 10%. In terms of manpower for scientific and engineering personnel, this fact is more encouraging than the 40% loss sometimes cited in national figures. The next phase of this study will inquire into the persistence of these high ability students in the colleges which they are attending.

The findings of this study show a much higher stability in the plans

the graduates than is reported by previous studies. The difference undoubtedly is caused by differences in the time of year during which the students were asked to tell their plans. This study used April and May, when the plans of the students could reasonably be expected to be more firm.

This study has added information about the attitudes of parents of recent college graduates toward the further education of their own children and toward college education, and about how high ability graduates who have gone to work felt about their needs for further education.

Further important illumination has been given to the pervasive effect of the level of education of parents upon college-going habits of children.

New data has been given upon the attrition of high ability students who go to college. The persistence rate of Wisconsin high school graduates who enter the University of Wisconsin are higher than those reported for state universities in Iffert's national study. This study, however, did not include the non-resident students who entered our Wisconsin students who transferred from other colleges.

The way is opened to a study of school and community differences in yield of college-going students. Recent evidence suggests that awareness to a college may be less important than some of the motivational factors which have been uncovered.

The phase of the study reported here must be considered the "prospecting" phase -- trying to locate the areas in which investigation to greater depth may be profitable. All of this is done with knowledge that in the last analysis, human decisions of the kind in which this study is interested are primarily the result of human influences. Percentages, ratios, and numbers are not in the end decisive. The crucial matter is to surround promising boys and girls with human influences at home, at school, and in the community which will help them see themselves and their potentialities in perspective, and to collect help, if needed, to make it possible for them to achieve in a way which is equal to their promise.

At this point, this study is in a stage analogous to the middle of the process of separating gold from its ore. The data are meager. Much is still to be cast away before the precious metal can be isolated. Progress has been made, and the prospecting will continue.

On a recent trip to Colorado, the writer visited a gold mine where he learned that the operation required the processing of one ton of ore to find

one-half ounce of gold; and when the gold has been found and cast into bricks, the gold is returned to the earth (at Ft. Knox, Kentucky)! If this study eventually procures an ounce of new fact, insight or knowledge about Wisconsin's human potential and development, it will have been worth the massive effort; and it is hoped that the findings will not suffer the ironical fate of the gold brick and be left in the dry dust of unused library shelves.

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APPENDIX

Appendix A
THE HIGH SCHOOL SURVEY

HSR _____
HN _____

MY PLANS BEYOND HIGH SCHOOL

Do not
write in
this col.

Name _____ Age _____ M _____
School _____ Home address _____ F _____
Father's name _____
(or other parent or guardian)

1. I plan: (Place a cross (x) before the statement which describes what you plan to do next year)

- | | |
|--|--|
| ☐ To continue going to school | ☐ To go into military service |
| ☐ To get a job | ☐ To work at my home |
| ☐ To become an apprentice | ☐ I have no definite plans |
| ☐ (Other, specify) _____ | |

If the plan you have checked is not what you would really like to do, place an (L) in front of the statement above which described what you would most like to do, then state what circumstances prevent you from doing what you would most like to do. _____

How sure are you that you will be doing what you plan? _____ certain _____ uncertain

2. If you checked that you plan to go to school next year, what kind of school do you plan to attend?

- | | |
|--|---|
| ☐ Vocational school | ☐ Liberal arts college |
| ☐ County teachers college | ☐ University |
| ☐ State college | ☐ Business or trade school |
| ☐ University | ☐ Other _____ |
- (Specify)

Do you plan to attend school outside Wisconsin? _____ yes _____ no

I plan to attend school _____ full-time _____ part-time

3. If you plan to continue your schooling or training, answer the items below. If not, go to question 4.

I plan to enter the following courses or fields:

In trade or vocational school _____
Specify field or training

Apprenticeship _____
Specify field or trade

College or university: (check the field of your interest)

- | | | |
|---------------------------------------|---|---------------------------------------|
| ☐ Agriculture | ☐ Engineering | ☐ Liberal Arts |
| ☐ Architecture | ☐ Fine Arts | ☐ Medicine |
| ☐ Aeronautics | ☐ Forestry | ☐ Nursing |
| ☐ Business | ☐ Home Economics | ☐ Pharmacy |
| ☐ Chemistry | ☐ Journalism | ☐ Social Work |
| ☐ Dentistry | ☐ Law | ☐ Teaching |
| ☐ Undecided | ☐ (Other) _____ | ☐ Veterinary |

4. If you plan to get a job next year, check the statement below which applies to you.

- ☐ I have applied, but do not yet have a job
☐ I have applied and have been accepted
☐ I have not applied
☐ I will continue in a job I now have
☐ Other _____

My job will be: (describe) _____

(Name of firm) _____

It will pay about _____ per week

5. To what extent have you discussed your plans with your teachers or school counselors?

☐ not at all ☐ some ☐ very much

How much did they influence your plans?

☐ not at all ☐ some ☐ very much

6. To what extent have you discussed your plans with your parents?
☐ not at all ☐ some ☐ very much

How much did they influence your plans?
☐ not at all ☐ some ☐ very much

7. Education of father and mother (check highest level attained)

	Father	Mother
High School		
did not attend	☐	☐
attended	☐	☐
graduated from	☐	☐
Trade or business school:		
attended	☐	☐
College:		
attended	☐	☐
graduated from	☐	☐
has master's or Ph.D. degree	☐	☐
Do not know	☐	☐

8. Education of older brother and sister who have had most schooling. (Check the highest level reached; if more than one, show number at each level.)

	Brother	Sister
Some high school	☐	☐
High school graduate	☐	☐
Some college	☐	☐
Attending college	☐	☐
College graduate	☐	☐
Attending graduate school (or attended)	☐	☐
None older	☐	☐

9. (a) My father is engaged in the type of occupation checked in the left hand column below.

(b) I hope eventually to enter the type of occupation checked in the right hand column below.

Father	Me
☐ Office work (cashier, clerk, secretary, bookkeeper, etc.)	☐
☐ Professional (doctor, lawyer, minister, teacher, etc.)	☐
☐ Executive (manages large business, industry, firm)	☐
☐ Factory worker (fisherman, janitor, farm hand, etc.)	☐
☐ Salesman (insurance, real estate, auto, store, etc.)	☐
☐ Owns, rents, manages small business (store, station, newspaper, cafe, etc.)	☐
☐ Owns, rents, manages farm	☐
☐ Other occupation (be specific) _____	☐

(c) If your mother has a job outside the home, place an (M) before the type of occupation in which she works.

10. How much do you think it costs per school year to attend college away from home?

☐ Less than \$1000 ☐ Between \$1500 and \$2000
☐ Between \$1000 and \$1500 ☐ More than \$2000

11. How do you estimate the ability of your parents to help you go to college, if you desire to go?

☐ can easily afford it ☐ cannot afford it
☐ can afford it, but with much sacrifice ☐ I must work to help support the family

12. In terms of income or wealth of families in my community, I think my family is:

☐ considerably above average ☐ average
☐ somewhat above average ☐ somewhat below average
☐ considerably below average

13. (a) Have you ever considered attending college? ☐ yes ☐ no

(b) If no, would you consider it if you had the money ☐ yes ☐ no

(c) Would you borrow money for college expenses if you could pay it back on the installment plan after leaving college ☐ yes ☐ no

(d) About how much could you or your family contribute to your college expenses next year (if you were going)?

☐ none ☐ less than \$500 ☐ Between \$500 and \$1000
☐ between \$1000 and \$1500 ☐ all my expenses

14. Did you apply for admission to a school or college? (Check the statements which apply to you)

- ☐ I have not applied
☐ I have not applied, but plan to
☐ I have applied but was refused because:
☐ I did not rank high enough
☐ I did not take the right subjects
☐ The school could not take more students
- ☐ I have applied, but have not heard
☐ I plan to apply
☐ I have been tentatively admitted, and expect to attend:

(Name of School(s))

(Name of School)

I sent applications to _____ schools
(number)

15. Did you take the National Merit Scholarship Examinations?

☐ yes ☐ no

16. Did you take the College Entrance Board Examinations:

☐ yes ☐ no

☐ Scholastic Aptitude Test

☐ Subject matter in (fields) _____

17. Have you applied for a scholarship?

- ☐ I did not apply
☐ I have applied, but have not yet heard
☐ I have applied, but was not successful
☐ I have received a scholarship from:

☐ a college _____

(Name)

☐ company or corporation _____

(Name)

☐ organization or society _____

(Name)

☐ other _____

18. The scholarship or awards I have will pay the following part of my college expenses next year:

☐ tuition, one semester

☐ tuition, plus \$ _____

☐ tuition, both semesters

☐ \$ _____
(cash)

☐ all expenses

19. If you are going to school next year what part of your school or college expenses do you expect to provide from summer earnings or part-time work at school?

☐ Less than \$250

☐ Between \$500 and \$750

☐ Between \$250 and \$500

☐ More than \$750

20. Has marriage or the early prospect of marriage influenced your plan for next year? ☐ yes ☐ no

21. Place a circle around the number of semesters in which you studied the following subjects?

Algebra 0 1 2 3 4

Geometry 0 1 2 3 4

Trigonometry 0 1 2 3 4

Biology 0 1 2 3 4

Chemistry 0 1 2 3 4

Physics 0 1 2 3 4

English 0 2 4 6 8

History 0 2 4 6 8

Social Studies 0 2 4 6 8

Foreign Language 0 2 4 6 8

Specify Language (s) _____

Did you take a college preparatory course? ☐ yes ☐ no

22. Did your high school give you practice in the following college-type experiences? (Check those in which you had considerable experience)

☐ Taking notes from lectures

☐ Writing term reports

☐ Taking final semester examinations during a scheduled period

☐ Making individual studies with oral reports

☐ Long-term assignments

☐ Planning own use of study time rather than required study period

☐ (If other, describe) _____

23. For the work I want to do, a college education is:
☐ necessary ☐ desirable ☐ unnecessary
24. My teachers in high school have:
☐ encouraged me to go to college
☐ discouraged me from going to college
☐ have had no effect on my decision
25. My parents:
☐ want me to go to college ☐ do not care whether I go
☐ do not want me to go ☐ will not let me go
26. Most of my friends are:
☐ going to college ☐ going into military service
☐ getting jobs ☐ other
27. High school studies:
☐ have been interesting; I want to learn more
☐ have been uninteresting; I would rather work than study
☐ have had no special influence upon my plans
28. The prospect of military service: (boys only)
☐ has influenced me to attend college and join the ROTC
☐ has made me uncertain about my future plans
☐ has caused me to plan a military career
☐ has had no influence upon my plans
29. The fact that boys must go into military service: (girls only)
☐ has caused me to be unsettled in my plans
☐ has had no influence upon my decisions
☐ has caused me to plan to enter military service too
30. Which of the following statements best describe your opinion of the value of going to college? (Answer whether you plan to go to college or not. Check the 3 statements which seem most important to you.)
- ☐ I would rather start earning money quickly, and learn on the job
 - ☐ I (am) would be greatly dissatisfied to stop at my present level of knowledge
 - ☐ College life and activities (like athletics) attract me very much
 - ☐ College graduates get jobs with better pay
 - ☐ The country needs more people who have highly developed skills and knowledge
 - ☐ College is a good place to meet a worthy life-mate
 - ☐ Skilled laborers get paid as much as most college graduates
 - ☐ Going to college enables you to study more lines of work before deciding on a career
 - ☐ A college education helps you live a happier, more complete life
 - ☐ Going to college costs more than it is worth
 - ☐ College studies will make you work at a high intellectual level, and I like that
 - ☐ College graduates usually have the leadership positions
 - ☐ Learning on a job is more practical than most school learning
 - ☐ Persons who do not have college educations often make better leaders
 - ☐ College life broadens you socially, and develops your personality
 - ☐ Success in life depends upon ability and effort, not amount of education
 - ☐ Going to college would be a waste of time for me
 - ☐ Going to college has just been accepted; I have never thought of anything else

WISCONSIN STATE DEPARTMENT OF PUBLIC INSTRUCTION
 AND
 SCHOOL OF EDUCATION, UNIVERSITY OF WISCONSIN

WISCONSIN
STATE DEPARTMENT
OF
PUBLIC INSTRUCTION

SCHOOL OF EDUCATION
UNIVERSITY OF WISCONSIN

Madison, Wisconsin
April 13, 1957

To Principals of Wisconsin High Schools

SUBJECT: SURVEY OF POST-HIGH SCHOOL PLANS OF 1957 HIGH SCHOOL GRADUATES

As a part of a series of studies being conducted upon the nature and extent of needs for post-high school education in Wisconsin, the State Department of Public Instruction and the School of Education, University of Wisconsin, are cooperating in a survey of the post-high school plans of the seniors who will graduate from Wisconsin high schools this spring.

This project will provide information upon a state-wide basis about (1) the plans which Wisconsin high school graduates have with respect to post-high school training, and (2) factors which are influencing these plans.

The data which will be collected are expected to have usefulness not only for those who must plan for post-high school education, but will have significance for counseling and guidance, curriculum, and the identification and development of talented youth in Wisconsin in high schools. The project will be under the direction of Dr. J. Kenneth Little, Vice President, Student Affairs and Professor of Education, University of Wisconsin.

Within a few days you will receive a set of forms - "My Plans Beyond High School" - which we ask you to have completed by the members of your graduating class this spring. A list of the graduates showing rank in class, and identifying students believed to have unusual talents or abilities will also be requested. Complete instructions will be sent to you by Dr. Little.

The information furnished by the schools in connection with this project will be used only for the purposes of the research project. Information about individual students or individual schools will not be made available to persons other than the research staff, nor will such information be made public as a part of a report of the research project.

After the necessary data is coded for purposes of the research project, it is planned that the forms will be returned to the schools for their own use and follow-up study.

Your cooperation in helping provide this needed information will be sincerely appreciated.

G. E. Watson
State Superintendent of Instruction

Lindley J. Stiles
Dean, School of Education

University of Wisconsin
Madison, Wisconsin
April 22, 1957

SUMMIT OF POST-HIGH SCHOOL PLANS
(Spring 1957)

Dear Principals:

A few days ago, you received a letter signed by State Superintendent G. G. Watson and Dean Bradley J. Stiles, University of Wisconsin, asking your cooperation in a survey of the post-high school plans of seniors graduating from Wisconsin high schools this spring.

The questionnaire forms will reach you within a few days. An instruction sheet for their use is attached to this letter.

The data provided in this study are expected to serve the following purposes:

1. To provide state-wide information about the plans of Wisconsin's high school graduates, and some of the factors influencing these plans.
2. To show what part of Wisconsin's most talented youth are continuing schooling beyond high school; and the plans of talented youth who are not continuing schooling.
3. To provide information on the financial needs of graduates who would like to continue schooling, and the extent to which present scholarship programs meet these needs.
4. To provide a basis for follow-up studies of the post-high school activities and achievements of Wisconsin high school graduates.
5. To provide facts useful in developing counseling programs for talented youth, and in planning their total high school experience.

The data furnished in this study by individual pupils or by individual schools will be used for research purposes only, and will be available only to members of the research staff. After the data is coded for research purposes, it is planned that the forms will be returned to the schools for their own use and follow-up study.

This project has been discussed with the Research Committee and members of the Executive Committee of the Wisconsin Association of Secondary School Principals.

I greatly appreciate your cooperation in securing this needed information, and invite your suggestions or comments upon any phase of the study.

J. Kenneth Little
Professor of Education
Director, Survey of Post-High
School Plans

enc.

SUMMARY OF POST-HIGH SCHOOL PLANS
(Spring 1957)

Instructions

4. Administration of Questionnaire

1. The forms are to be completed by all high school seniors who will graduate this spring (1957).
2. According to our information about the number of your graduates, the number of forms sent to you should be sufficient. If you need more forms, please get in touch with Dr. J. Kenneth Little, 123 Bascom Hall, University of Wisconsin, Madison. (Telephone 42 5-3211, extension 4612).
3. The questionnaire should be completed in the presence of a teacher or other person who can interpret the items of information requested if such interpretation is needed.
4. It is suggested that the person in charge make the following a part of his introductory statements:

THIS IS PART OF A STATE-WIDE STUDY IN WHICH THE GRADUATING SENIORS IN ALL WISCONSIN HIGH SCHOOLS ARE HELPING. A LARGE NUMBER OF HIGH SCHOOL SENIORS PLAN TO CONTINUE SOME KIND OF SCHOOLING OR TRAINING BEYOND HIGH SCHOOL. A STILL LARGER NUMBER DO NOT GO TO SCHOOL BEYOND HIGH SCHOOL. SOME STUDENTS WOULD LIKE TO HAVE MORE SCHOOLING BUT FIND THAT FOR SOME REASON THEY CANNOT DO IT. THOSE WHO ARE PLANNING EDUCATIONAL PROGRAMS FOR WISCONSIN YOUTH WILL BE GREATLY HELPED BY KNOWING MORE ABOUT WHAT HIGH SCHOOL GRADUATES DO OR WANT TO DO.

THIS QUESTIONNAIRE ASKS YOU TO TELL WHAT YOUR OWN PLAN IS, WHAT YOU WOULD LIKE TO DO IF YOU COULD, AND TO ANSWER SOME QUESTIONS ABOUT THE CIRCUMSTANCES WHICH HAVE INFLUENCED YOUR PLANS. PLEASE READ THE QUESTIONS CAREFULLY AND GIVE THE BEST ANSWERS YOU CAN.

5. The time needed for completing the questionnaire is estimated at 15-20 minutes.

5. Information to be Furnished by the High School

One major purpose of this study is to compare youth who plan to continue schooling with those who do not, particularly those who are believed to have high promise in socially useful directions.

Present studies indicate that the use of rank-in-class and I.Q. is helpful but, that other qualities -- unusual drive, persistence, self-starting ability, originality, creativity, organizing ability, leadership skills, etc., usually distinguish the truly promising individual among pupils who may have equally high academic achievement and native intelligence.

As a part of this study we are asking each high school to give us the following information:

1. An alphabetical list of names of seniors graduating in spring, 1957.
2. Rank in class of each graduate (use ranks as furnished on transcripts).
3. List of names of students, if any, who, regardless of their rank in class or I. Q., in judgment of the teachers or counselors have very high potential in a direction which should by all means be further developed by post high school training. Indicate the field of their excellence.

SPECIAL NOTE: (1) The students named should be those whose ability, skill, or achievement would recommend them for studies and competition or competition in state fields, and whose promise is so great that to provide full financial aid, if needed, for further training and education would be wisely regarded as a "wise social investment".

(2) The areas of accomplishment might be literary, natural, scientific, mechanical, athletic, dramatic, leadership, managerial, or other. Further schooling does not necessarily mean earning a college degree. It could be some other form of advanced or specialized training.

(3) The number of high potential students realistically could not exceed 10-15% of the graduating class. Do not hesitate to include more than 10-15%, if you have such students. There may be no such students; if so, state "None recommended."

(4) Some of these students may be the same as those identified by rank in class. Others may not.

This list will thus extend the range of persons who might be considered as Wisconsin's 1957 crop of most promising youth.

SUGGESTED FORM

SCHOOL _____

<u>Name</u>	<u>Rank in Class</u>	<u>Field of Excellence</u> (if name is starred)
Anderson, Mary	30/250	
Bishop, John	50/250	
Chilson, Jerry	1/250	Mathematics
Drives, William	65/250	
Swenson, Charlene*	75/250	Music

*High potential

SEND OR BRING (1) THE COMPLETED QUESTIONNAIRE FORMS
(2) THE LIST OF GRADUATES, WITH RANKS, AND IDENTIFICATION OF YOUTH WITH HIGH POTENTIAL

TO: STATE DEPARTMENT OF PUBLIC INSTRUCTION
STATE CAPITOL BUILDING
MADISON 2, WISCONSIN

The first section of the study was a review of the literature on the topic of parental involvement in children's lives. This section was divided into two parts: a review of the literature on the importance of parental involvement and a review of the literature on the barriers to parental involvement. The second section of the study was a survey of parents. This section was divided into two parts: a survey of parents' perceptions of the importance of parental involvement and a survey of parents' perceptions of the barriers to parental involvement. The third section of the study was a survey of teachers. This section was divided into two parts: a survey of teachers' perceptions of the importance of parental involvement and a survey of teachers' perceptions of the barriers to parental involvement. The fourth section of the study was a survey of school administrators. This section was divided into two parts: a survey of school administrators' perceptions of the importance of parental involvement and a survey of school administrators' perceptions of the barriers to parental involvement. The fifth section of the study was a survey of parents, teachers, and school administrators. This section was divided into two parts: a survey of parents, teachers, and school administrators' perceptions of the importance of parental involvement and a survey of parents, teachers, and school administrators' perceptions of the barriers to parental involvement.

Appendix B

THE PARENT SURVEY

The Parent Survey was a questionnaire designed to assess parents' perceptions of the importance of parental involvement in their children's lives and the barriers to parental involvement. The survey was administered to a sample of parents of children in grades K-5. The survey consisted of two parts: a survey of parents' perceptions of the importance of parental involvement and a survey of parents' perceptions of the barriers to parental involvement. The survey was administered by a research assistant who was not involved in the study. The survey was administered in a classroom setting. The survey was administered to a sample of parents of children in grades K-5. The survey consisted of two parts: a survey of parents' perceptions of the importance of parental involvement and a survey of parents' perceptions of the barriers to parental involvement. The survey was administered by a research assistant who was not involved in the study. The survey was administered in a classroom setting. The survey was administered to a sample of parents of children in grades K-5. The survey consisted of two parts: a survey of parents' perceptions of the importance of parental involvement and a survey of parents' perceptions of the barriers to parental involvement. The survey was administered by a research assistant who was not involved in the study. The survey was administered in a classroom setting.

WHAT ABOUT EDUCATION BEYOND HIGH SCHOOL?

TO THE PARENTS: Please give the answers to the questions or statements below which correctly or best describe the fact or opinion requested. Either the father or mother may respond, or the answers may be given jointly. Place a check (✓) in front of your answer, or write answer in space provided.

1. a. My son (or daughter) who graduated from high school last Spring:

_____ has a job

_____ is unemployed

_____ is in military service

_____ is going to school

_____ is married and is a homemaker

_____ (other)

_____ is continuing education through correspondence study

b. If he (or she) is going to school, is he (or she) going _____ full time?

_____ part time?

2. If your son (or daughter) is going to school, please give the following information:

_____ Name of School or College

_____ City

_____ State

_____ Courses (Such as liberal arts, business, law, nursing, teaching, home economics)
(If taking trade or apprentice training, name the trade.)

3. Did you want your son (or daughter) to continue his education beyond high school? _____ yes _____ no

4. If you wanted your son (or daughter) to continue his schooling and he (or she) is not doing so, what prevented it? (If you answered "no" to question 3, skip this question, and go to question 5.)

_____ he (or she) did not want to

_____ could not afford it

_____ plans to go at a later date

_____ could not find satisfactory place to live at the school

_____ did not qualify for admission

_____ no school of type wanted is closely available

_____ his best friend(s) did not go

_____ (other) specify

5. If you did not want him (her) to continue schooling, what was the major reason?

_____ Wanted him to help with my business (or work at home)

_____ College life is not a good influence

_____ Wanted him to enter military service

_____ Costs too much

_____ Wanted him to get a job and earn money

_____ Family needs income he could earn

_____ Further education is too much a luxury

_____ Is not a strong student

_____ (if other reason, please state)

6. a. Did you advise your son (or daughter) to prepare for college? _____ yes _____ no

b. Did your son (or daughter) take the following subjects in high school? (check those which he or she took) _____ Algebra _____ geometry _____ foreign language

7. In terms of the income or wealth of families in our community, our family is:

_____ above average

_____ average

_____ below average

8. The following statements are opinions which some people hold about the value of a college education. Please check the statements which most closely express your own opinions. If none of these statements express your opinion, write your opinion in the blank space at the end of the list.

_____ It is better to learn a job, skill or trade than to go to college.

_____ A college education is worth making the financial sacrifice it requires.

_____ Success in life depends upon ability and effort, not amount of education.

_____ Persons who do not have a college education are at a social disadvantage in life.

_____ Going to college costs more than it is worth.

_____ The school of "hard knocks" is more valuable than a college education.

_____ A college education is required to get good jobs and to advance in them.

_____ You do not need a college education to earn good money and be leaders in your community.

_____ People with a college education live more satisfying and interesting lives than those without a college education.

_____ Too many young people are going to college.

_____ Too many capable young people who desire to go to college are not able to go.

_____ Going to college is not worth while for many young people who go.

_____ People who learn on the job, use libraries, and teach themselves are as well-educated as those who go to colleges.

(Use the space above to state any other opinion or information which you may wish to give.)

9. Who gave the answers?

_____ father

_____ father and mother jointly

_____ mother

_____ (other)

THANK YOU VERY MUCH

Joint Staff
Co-ordinating Committee for Higher Education
High School Parent Survey
October 1957

THE STATE OF WISCONSIN
CO-ORDINATING COMMITTEE FOR HIGHER EDUCATION

OFFICE OF JOINT STAFF
THE STATE OFFICE BUILDING
MADISON 8, WISCONSIN

Dear Parents:

Last Spring shortly before high school graduation your son (or daughter) completed a questionnaire which asked him (her) about his (her) plans beyond high school. His (her) did this as a part of a state-wide inquiry to learn how many of Wisconsin's high school graduates were planning to continue their education beyond high school.

This Fall the parents of some of these young people are being asked to report what their sons (daughters) are now doing. The information requested will help determine whether these young people have been able to carry out their plans and what their fathers and mothers think about their plans.

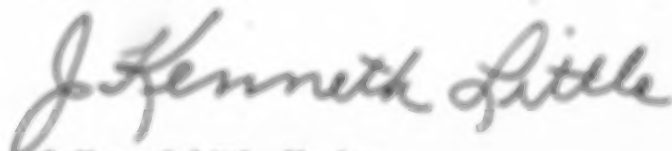
About 25,000 graduates (95 per cent of all high school seniors) reported their plans. Approximately 5,000 parents are being asked to report on these plans this fall. This information will be used by the Co-ordinating Committee for Higher Education in Wisconsin which has the responsibility for determining the needs for higher education in this state, and making recommendations to the Governor and to the Legislature as to the ways in which these needs should be met.

The attached brief questionnaire can be answered in a very few minutes. This information is very much needed in developing Wisconsin's plans for higher education, and the usefulness of the study depends upon getting a reply from each parent.

Please check your answers to the questions now and return it in the next mail. A self-addressed and stamped envelope has been enclosed for your prompt reply.

Your help will be much appreciated.

Sincerely yours,



J. Kenneth Little, Member
Joint Staff and Director of Survey

October, 1957

Appendix C

THE FOLLOW-UP OF THE HIGH SCHOOL GRADUATES

THE STATE OF WISCONSIN
CO-ORDINATING COMMITTEE FOR HIGHER EDUCATION

OFFICE OF JOINT STAFF
THE STATE OFFICE BUILDING
MADISON 6, WISCONSIN

March 1958

To High School Graduates of Spring, 1957:

Last Spring your high school asked you to complete a questionnaire—"My Plans Beyond High School". At that time, you indicated that you were not planning to continue schooling beyond high school.

Because your achievements in high school showed that you have the basic abilities required for occupations or professions which take education or training beyond high school, this inquiry is coming to you now. This is a part of a state-wide study by the Co-ordinating Committee for Higher Education in Wisconsin which is trying to discover what situations influence the decisions of persons like yourself to stop or to continue their schooling.

It will take just about two minutes to check the answers to the few questions below and on the other side of this sheet. Your answers will help to plan better educational opportunities for Wisconsin's high school graduates.

Use the self-addressed stamped envelope for a quick reply.

J. Kenneth Little, Member
Joint Staff and Director of Survey

P. S. You are asked not to sign your name. Individual answers will be known only to the research staff and will not be available to anyone else.

AFTER HIGH SCHOOL, WHAT?

I. What are you now doing?
(Check the section A, B, C, or D below which describes what you are now doing, and answer the questions in that section.)

___A. I HAVE A JOB ___full-time ___part-time
(1) Briefly describe the type of work, your responsibility, and income:

(2) Are you satisfied with this work, and its possibilities for you? ___yes ___no

(3) Do you now have plans for further education or training? ___yes ___no
If so, describe education or training you plan to get:

___B. I AM IN MILITARY SERVICE

After Service:

___(1) I plan to go to school or college.

Describe type of school or course _____

___(2) I plan to get a job using skills learned in service.

Describe type of job expected _____

___(3) I plan to seek work in _____
(type or field)

___(4) I plan to make military service a career.

___C. I AM ATTENDING SCHOOL ___full-time ___part-time

Name school or course you are taking _____

___D. OTHER (Housewife, unemployed, working at home, or other)

(Description)

II. What about further education now?

(Below are listed several groups of statements. Check the one statement in each group which best describes your own opinion or attitude.)

- ☐ 1. I am going to get further schooling if I possibly can.
☐ 2. I wish that I could get more schooling, but probably will not.
☐ 3. I am glad that I did not continue my schooling.

- ☐ 1. I have decided to continue my schooling.
☐ 2. I will not continue my schooling because I can not afford it.
☐ 3. I will not continue my schooling because I do not want it.
☐ 4. I will not continue my schooling because _____

state reason

- ☐ 1. I would get further education if I had financial assistance
☐ 2. I would not get further education even if I had the money.
☐ 3. I shall continue my schooling.

- ☐ 1. Further education will be essential to progress in my work.
☐ 2. I expect to make satisfactory progress without further schooling

- ☐ 1. More schooling would greatly increase my understanding and enjoyment of life.
☐ 2. More schooling would not greatly increase my understanding and enjoyment of life.

III. MARRIAGE. Are you married? ☐ yes ☐ no

IV. SCHOLARSHIP Have you ever applied for a scholarship? ☐ yes ☐ no
Did you ever receive a scholarship? ☐ yes ☐ no

V. RESIDENCE _____
City State

VI. Make any other comment you choose about your attitude toward getting a college education:

COORDINATING COMMITTEE FOR HIGHER EDUCATION
Joint Staff - 714 State Office Bldg. - Madison, Wisconsin

Dear friend:

A few weeks ago I sent you an inquiry asking about your activities since your graduation from high school and enclosed a self-addressed stamped envelope for your reply. Since it is important that I hear from you, I am following up with this post card to ask your help.

Will you please help me either:

- (1) Completing and returning the original inquiry form? OR
- (2) If you have lost that form, answer the questions on the attached self-addressed post card, and mail it NOW.

You need not sign your name. THANK YOU VERY MUCH.

J. Kenneth Little, Director

☐ I have a job _____
Type of work

☐ I am attending school _____
Name of School

☐ I am in military service.

☐ I am married.

If you are not now in school:

Do you expect to go to college in the near future?

_____yes _____no

Do you want to go to college? _____yes _____no

Would you need financial help to go to college?

_____yes _____no

Appendix D

THE COLLEGE SURVEY

MY PLANS BEYOND COLLEGE

College or University _____

This is a part of a state-wide survey dealing with the needs for higher education in Wisconsin. The information requested will assist in planning college programs for the future. It will also be valuable to the alumni and administrative officers of your school. Your help is much appreciated.

Name _____ Degree _____ Major _____
(Women, if married include maiden name)

1. I have accepted a position with:

(Name of firm or institution)

(Position or title)

(Main activity of firm or institution)

(Address of firm or institution-city, state) (Starting annual salary (gross))

2. I am seeking employment in _____
(Field)

3. I am continuing to graduate school at _____
(Name of School)

_____ I shall have a _____ scholarship
_____ shall not _____ fellowship with _____
_____ teaching assistantship (Annual stipend)
_____ research assistantship

4. Other _____
(Military service, travel, marriage, etc.)

5. After _____, my permanent address will be:
(Date)

(Street)

(City)

(State)

6. I entered college as a resident of _____
(State, territory, or country)

(Use back of card if you wish to make additional statements)